APRIL 1970 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education

SPECIAL FEATURE

Early Childhood Education

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Most Americans, when they go to Europe, usually manage to remain remarkably *detached* from the country they're visiting.

They eat in Americanized restaurants, stay in Americanized hotels and if they talk with anyone, it's usually other Americans.

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You can come back with a language.

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866 3rd Avenue, New York, N.Y. 10022
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I would like to learn

☐ French ☐ Spanish ☐ German ☐ Italian

My age is ☐ 20-30 ☐ 30-40 ☐ over 40

Please send details of Live and Learn programs and departure dates.

Name_____

Address_____

City_____ State_____

Zip_____ Phone_____

The cost of this course may be a deductible educational or business expense under the Internal Revenue Code.

Today's Education

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION • VOL. 59 • NO. 4 • APRIL 1970

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Come Visit the Hiltons

Environmental Teach-In Planned

NEA Calls Nixon Education Message "Words, Not Dollars" for Schools

Rubella Epidemic Likely in 1970-71

Carnegie Commission Urges College Opportunity for All by Year 2000

18 Percent of High Schools Saw Protest in 1968-69

Pentagon Labels Program To Train Unqualified Men Tentative Success

NEWS AND TRENDS

Environmental Teach-In Planned

A nationwide Environmental Teach-In will take place April 22 on college and high school campuses and in local communities to focus attention on such concerns as pollution, population, and consumption. Activities will vary from mass phone calls to industrial polluters to the burial of automobile engines in mock funeral ceremonies. The Teach-In has the support of members of Congress and of educators. NEA President George D. Fischer has urged the nation's teachers to help plan Teach-In activities in their local areas.

NEA Calls Nixon Education Message "Words, Not Dollars" for Schools

President Nixon's education message, sent to Congress last month, is an indication of the Administration's intention "to fight education problems with words, not dollars," NEA President George D. Fischer said.

Mr. Nixon urged that a National Institute of Education and "experimental centers to discover what works best in early childhood education" be established. He announced that he was establishing a President's Commission on School Finance to study the problems of adequately supporting public and nonpublic schools. Mr. Nixon emphasized that he wants to see more research about learning before there is further commitment of large sums of federal money for the schools.

NEA President Fischer said the Nixon statement is "another example of how this Administration underestimates the intelligence of the American people. Behind Mr. Nixon's elaborate and high-sounding rhetoric is a naked and unashamed proposal to shrink even further the federal role in school financing."

Rubella Epidemic Likely in 1970-71

Unless forestalled with a newly developed vaccine, another peak in number of cases of rubella may take place in 1970-71, doctors warn. History of the disease shows a seven-year repetition cycle. Although almost harmless to children and adults, rubella (also called German measles) can seriously affect the unborn child when a pregnant woman contracts the disease.

A nationwide program is being implemented to immunize children age one to puberty. More than three million children have been vaccinated in public programs alone since last July. First priority is given to nursery school, kindergarten, Head Start, and early elementary grade pupils, a period when children are most likely to contract the disease and spread it to women of childbearing age.

Carnegie Commission Urges College Opportunity for All by Year 2000

The Carnegie Commission on Higher Education has proposed that by the year 2000 no American be deprived of a chance to go to college because of barriers of race, geography, income, age, or quality of early schooling. The Commission urged that by 1976 all economic barriers to educational opportunity be dropped, that college curriculum and environment not remain a source of educational disadvantage or inequity, and that "substantial progress" be made toward improving the quality of precollege schooling.

18 Percent of High Schools Saw Protest in 1968-69

Eighteen percent of the nation's high schools experienced "some form of student protest" during the 1968-69 school year, according to a survey made for the U.S. House of Representatives General Subcommittee on Education. Only 1 percent experienced riots.

The student protests were concerned with "general disciplinary rules," dress codes, and racial issues, the survey showed. Results of the survey were based on the answers from school principals to a questionnaire sent to all 29,000 public and private high school principals in the country.

Pentagon Labels Program To Train Unqualified Men Tentative Success

The U.S. Defense Department says that its program to train unqualified men for work in the military now and in the civilian economy later has been a "tentative success." The Pentagon said that nearly 300,000 "new standards" men have been admitted to the military services since October 1966. Most of them are receiving training in a military skill usable in a civilian economy and some have received remedial literacy training.

The director of the program said that young men who came into the service "with the stigma of not even being able to serve their country" are now going out with "proven ability to fully participate in our economy."

Most College Protests Not Related to Vietnam, Study Reveals

Trends to Mass Higher Education and Coeducation Seen Continuing

Drop College Deferments, Asks American Council on Education

Ph.D. Job Market Tightens

"Brain Drain" Not a Deterrent to World Development, Study Says

NEA Reporter Gives Association News

Most College Protests Not Related to Vietnam, Study Reveals

The large majority of student protests on college campuses during the first six months of 1969 were nonviolent, were not concerned with the Vietnam war, and were not dominated by the New Left. These conclusions, conflicting with commonly held beliefs about campus revolt, are advanced in a new study from Urban Research Corporation.

The corporation, a private research firm, examined 292 major student protests on 232 campuses. Nearly half of all these demonstrations centered around "black recognition"—demands for black studies and more black students and faculty. The second most popular issue, a factor in 44 percent of the 292 student protests, was student power—requests for participation in faculty hiring and firing and in decision making.

Only 22 percent of the demonstrations related to the war and most of these concerned abolishing ROTC. Vietnam was a major issue in only 2 percent of all the protests; the draft, in only 0.3 percent, the study says.

The study found that the protests did not generally result in violence. Although there were two deaths, serious injuries to individuals occurring in 22 protests, and eight proven cases of arson in the six months surveyed, 76 percent of the protests involved no violence.

Trends to Mass Higher Education and Coeducation Seen Continuing

The trend toward mass higher education is continuing, according to the latest edition of the *College Blue Book*. The publication reports that there are now 3,439 institutions of higher education in the United States and its territories. The greatest growth, the book says, has been in junior colleges, which, it reports, now number 966.

College Blue Book also says that the trend toward coeducation has intensified, with a drop in the number of all-women and all-men colleges.

Drop College Deferments, Asks American Council on Education

The American Council on Education has recommended the elimination of draft deferments for college students. The Council's board of directors, which has supported student deferments for nearly 20 years, says its action is based on a "question of equity."

The board explains that deferments have been necessary in the past to ensure that the nation would have a "regular flow of highly educated manpower." Overall there are now so many draft-age men that even if some of them are taken into military service, the flow will not be disturbed, the board says.

Ph.D. Job Market Tightens

Young Ph.D.'s are finding that degrees outnumber jobs. Record numbers of would-be college teachers flooded the faculty employment registries at the conventions of the Modern Language Association and the American Historical Association this past winter. More than 2,000 Ph.D's and doctoral candidates sought interviews for 402 positions at 197 colleges during the AHA meeting, an increase of 1,000 over last year. The MLA convention drew 1,700 hopeful English and foreign language Ph.D.'s. They found that 315 chairmen were interviewing applicants, about half the number of chairmen who were seeking applicants in 1968.

Hiring began to slow down a year ago, according to Fred Hechinger of the *New York Times*. This year the tightening of the market is serious enough to worry all but the cream of applicants in many fields, he said, with English, history, and foreign languages hardest hit.

"Brain Drain" Not a Deterrent to World Development, Study Says

The international "brain drain" is not a major factor in world development, according to a study made for Education and World Affairs under a grant from the Rockefeller Foundation.

The study advises against attempting to reduce the movement of international talent by imposing stricter controls either on emigration or immigration. Instead, the study counsels the countries that are losing high-level talent to improve the political, economic, administrative, and professional working conditions under which the critical elite from their countries are expected to work.

The loss of talented individuals is far less serious than the capacity of developing countries to utilize the talent available to help in the modernization process, the study says. In fact, in some developing countries a surplus of high-level graduates may be more of a problem than the loss of educated individuals, the study adds.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

Taking turns isn't always the fair way.

When you replace an encyclopedia, you probably take turns choosing from several comparably priced sets. That may seem to be the fair thing to all concerned but it could, in fact, be unfair to the students who'll use it.

The best buy to make, time after time, is the student-oriented encyclopedia: World Book. We invite your comparison. World Book, for example, maintains a continuous research program testing the use of the encyclopedia in 750 classrooms and libraries in more than 80 school systems.

This enables our editors to know what children look for and how to make World Book more usable. What they find out is reflected in each annual edition.

As a result of our sustained Nault-Caswell-Passow curriculum analysis, World Book editors are able to plan articles geared to contemporary classroom needs and to the age level of students studying those topics. The 34,000 word list developed for World Book by Dr. Edgar Dale, Professor of Education at Ohio State University, helps our editors rewrite articles to be understood at the appropriate grade level without losing the original meaning or content.

The next time you need to replace an encyclopedia, take a good look at World Book. You'll see why it should always be the new encyclopedia in your school or library—without having to wait its turn.

World Book

Field Enterprises Educational Corporation
Merchandise Mart Plaza, Chicago, Illinois 60654

NEW

from the NEA

A practical way to help you meet the soaring cost of hospital care

- *Choose payments of $20, $40, $60 for each day you are hospitalized as a bed patient*
- *Payments go directly to you—tax free*
- *Pays for up to 365 days (or up to $21,900) for each sickness or accident*
- *Pays in addition to any other insurance carried, workmen's compensation, income protection, social security, or medicare*
- *Pays double benefits for cancer and "intensive care"—supplemental benefits for nursing home confinement*

Plan is simple and easy to use.

Each applicant receives a kit containing certificate, claim forms, and instructions on how to collect benefits. When hospitalized, just send in a claim signed by you and your doctor, stating the number of days, and why hospitalized. After the claim is approved, the days are multiplied by your benefit and a check is sent to you for the full amount.

EXAMPLE: 28 days hospitalized × $60 = you receive $1,680! The money is yours to spend any way you choose.

WHY THIS PLAN IS BEING OFFERED

The cost of hospital care is rising almost daily . . . faster than overall cost of living . . . faster than drug and doctor fees.

Patients are now charged 26% to 30% more than last year. In some areas $100 a day.

Traditional health insurance isn't keeping pace. A wide "protection gap" is resulting.

This problem is further aggravated by additional expenses normally incurred during recuperation at home. Not covered by insurance are home nursing, child care, and housekeeping. All of which make hospital days the most expensive days in a person's life.

The NEA is concerned about the extreme financial hardships already faced by some members and which threatens many more particularly those on tight budgets.

An extensive search for a practical solution has resulted in the development of this In-Hospital Income Plan which we now offer. We hope you will give this plan serious consideration as a supplement to your existing insurance protection.

Eligibility and Enrollment

Your application will be accepted regardless of past medical history. All members of the National Education Association who are also members of an affiliated state and local education association, if eligible, and who are under age 65 may apply during the Initial Enrollment Period. Spouse and dependent children of participating members are also eligible. After the Initial Enrollment Period (July 1, 1970), only members under age 60 may apply. Eligibility and rates are based on the member's age.

Few Exclusions

The only exclusions are hospitalization caused by pregnancy, act of war, intentionally self-inflicted injury; or while in a hospital operated by the federal government, or its agency for which no charge is made. Admission to a hospital on an "out-patient" basis is not covered.

ADDITIONAL PLAN FEATURES

Benefits go directly to you

You use them as you see fit. Pay uninsured hospital and doctor bills, pay extra expenses at home, or make up for lost income, or save.

Liberal claims treatment of recurrent hospitalizations due to same or related causes.

Benefits will be doubled if hospitalization, prior to age 65, is due to cancer.

Benefits doubled for confinement to intensive care unit

If prior to age 65, you are in an "Intensive Care Hospital Unit" for a condition other than cancer (which already entitles you to doubled benefits, see above) the benefit will be DOUBLED and payable for a maximum of 7 days.

Special nursing home benefit

If immediately following a hospital confinement, for which benefits are paid, you are confined in a nursing home or a qualifying convalescent center, you will additionally receive 50% of the selected Benefit Amount. This benefit will be paid for each day of Nursing Home confinement up to the number of days preceding Hospital confinement to a maximum of 30 days. If hospital confinement was less than 7 days, you will be paid a 7 day Nursing Home Benefit.

Special guaranteed issue feature

All applications will be accepted regardless of past medical history, therefore, the program will not cover any loss resulting from sickness caused by any pre-existing condition. "Pre-existing Condition" means a condition for which medical advice or treatment was rendered or recommended by a licensed physician or surgeon within 12 months prior to the effective date of your insurance. A condition is no longer "pre-existing" and *will* be covered after a period of 12 consecutive months during which there has been no medical advice or treatment rendered or recommended for such condition.

Entire family may be enrolled

You may purchase coverage for your spouse and your dependent children as well. A benefit amount equal to your own is available to your spouse and 50% of that amount to each of your children. Dependent children are your unmarried children (including step-children, legally adopted children, and foster children) over 14 days and under 23 years of age, provided they are dependent upon you for support and maintenance.

*Renewable for life**

As long as the Master Contract with NEA is in effect your protection will not be terminated, as long as you; (1) pay the premium, (2) meet the eligibility requirements, and (3) do not enter the Armed Forces for more than 30 days active service.

*Benefits will reduce by 50% for all those insured under your policy when you reach age 65.

■ NO PHYSICAL EXAMINATIONS ■ NO MEDICAL QUESTIONS ■ GUARANTEED ACCEPTANCE ■ NO TERMINATION OF COVERAGE BECAUSE OF AGE OR CLAIMS EXPERIENCE ■ NO MINIMUM PARTICIPATION REQUIREMENTS ■ COVERAGE STARTS ON FIRST OF MONTH FOLLOWING ACCEPTANCE OF APPLICATION

SUBSTANTIAL BENEFITS AT REASONABLE COST

Here are some of the reasons why this is such a good value:

1. Large group purchasing power of the NEA.
2. Sold and serviced by mail. No sales commissions to pay.
3. Low overhead and administration costs.
4. Special EXPERIENCE RATING AGREEMENT limits profits and assures maximum benefits for your premium dollar.
5. In many instances just one or two days benefits will exceed one semi-annual premium.

IN-HOSPITAL INCOME BENEFIT PAID FROM FIRST DAY OF HOSPITAL CONFINEMENT UP TO 365 DAYS FOR EACH UNRELATED ILLNESS OR ACCIDENT			MEMBER'S AGE				
DAILY BENEFIT			Under 30	30—39	40—49	50—59	60 & Over*
			SEMI-ANNUAL PREMIUMS				
Member Only							
$20			$ 16.15	$ 20.10	$ 30.80	$ 41.70	$ 55.30
$40			31.80	39.70	61.10	82.90	110.10
$60			47.45	59.30	91.40	124.10	164.90
Member	Spouse						
$20	$20		$ 31.80	$ 39.70	$ 61.10	$ 82.90	$110.10
$40	$40		63.10	78.90	121.70	165.30	219.70
$60	$60		94.40	118.10	182.30	247.70	329.30
Member	Spouse	Children					
$20	$20	$10	$ 41.80	$ 49.70	$ 69.10	$ 88.90	$115.10
$40	$40	$20	83.10	98.90	137.70	177.30	229.70
$60	$60	$30	124.40	148.10	206.30	265.70	344.30

*On the first premium due date following your 65th birthday, all benefit amounts for you and your family will be reduced 50%. Rates are charged as per your attained age. Member and Child(ren) only—rates provided upon request.

MAY WE ANTICIPATE YOUR QUESTIONS?

1. Q. *Has this plan ever been offered before?*
   A. Not by the NEA. The problem of soaring hospital costs has created a demand for this type of protection. NEA has decided to offer its own plan because it is in the best position to serve and protect the interests of members.
2. Q. *I already have insurance, why should I have more?*
   A. You may not. Perhaps you already have enough. However, your present insurance may not cover as much of the *hospital* bill as it used to and this can pose a real financial hardship. And, of course, traditional insurance has never covered the extra expenses at *home*. The new NEA In-Hospital Income Plan is designed to help out on both fronts.
3. Q. *How will this plan affect my other insurance?*
   A. It won't. Benefits are paid in *addition* to any other insurance, (group or individual) Income Protection, Workmen's Compensation, Social Security—even Medicare. *And the benefits are tax free.*
4. Q. *What if I insure my spouse and we are both hospitalized at the same time?*
   A. You *both collect* full benefits.
5. Q. *Must I satisfy medical requirements to apply?*
   A. No, there are no health questions and your enrollment form is automatically accepted regardless of your state of health. Pre-existing conditions, however, will not be covered until there has been a 12-month period without medical treatment or consultation.
6. Q. *When does protection become effective?*
   A. Your protection will be effective on the first of the month following acceptance of your application. You may enroll now.
7. Q. *Can I cancel this insurance?*
   A. Yes, at any time, simply by not paying your premium when you are billed. On the other hand, the insurance company may not cancel your insurance *no matter how many or how big the claims you submit*. The only causes for cancellation are:
   a. failure to maintain required association membership;
   b. entry into the Armed Forces for more than 30 days active service; or
   c. termination of the insurance program.
8. Q. *Who is the insurance company?*
   A. NEA has called on two of the nation's most respected companies to combine their talent, resources, and experience on this program. They are, Insurance Company of North America, Philadelphia, Pennsylvania and Horace Mann Insurance Group of Springfield, Illinois.
9. Q. *How do I know premiums won't be increased as health care goes up?*
   A. A unique arrangement between the NEA and the insurance companies assures you maximum rate stability. The cost will not be raised without complete statistical justification, and without official approval of the NEA Special Services.

HOW TO ENROLL

1. Select the plan which best meets your needs.
2. Complete the brief application, mail to:

NEA In-Hospital Income Plan
P. O. Box 7768
Philadelphia, Pa. 19101

SEND NO MONEY! You will receive a pro-rated bill with your insurance kit containing a certificate and a supply of claim forms with instructions on how to apply for benefits. Thereafter you will be billed in April and in October.

This program is already in force. Your insurance will take effect on the first of the month following acceptance of your application.

If you do not fully meet the membership requirements (NEA—state—local, if eligible), you may still apply for this In-Hospital Income Insurance PROVIDED you also apply for the required membership.

APPLICATION FOR NEA IN-HOSPITAL INCOME PLAN

I hereby apply for NEA In-Hospital Income Plan based on the following statements: (Please print or type)

BENEFIT DESIRED (check one) ☐ $20 ☐ $40 ☐ $60

TO COVER (check one) ☐ Member only ☐ Member & Spouse ☐ Member, Spouse & Child(ren) ☐ Member & Child(ren) Only (Rates provided upon request)

1. Name _____
2. Address _____ Street
   City _____ State _____ Zip Code _____
3. Social Security Number _____ 4. SEX (M or F) _____
5. Date of Birth _____ 6. NEA Membership ☐ Yes ☐ No ☐ Life Member
7. State Association Membership ☐ Yes _____ ☐ Not Eligible for Membership
   Name of State Association
8. Local Association Membership ☐ Yes _____ ☐ Not Eligible for Membership
   Name of Local Association
9. Spouse's First Name _____ Date of Birth _____
   Complete No. 9 if Spouse is to be Insured

I understand that this program covers pre-existing health conditions (any conditions for which I have received medical treatment or advice 12 months prior to the date my coverage goes into effect) when 12 consecutive months have passed during which time I have received no medical treatment or advice for these pre-existing conditions.

Date _____ Signature of Applicant X _____

AS-5020 4-1-70 Ptd, in U.S.A.

ZIP CODE 20036

This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Pollution

"Our Eighth Graders Tackled Pollution" (February) is just what I've been looking for. I am an English teacher who is very much interested in pollution, and the subject has ready-made motivation in this town, where three-quarters of the population are employed at the world's largest cement plant. Until I read Julie Brown's article, however, I had thought that the study of pollution was best left to the social studies and history teachers.

The article has opened my eyes to the way to reconcile a study of pollution to the English classroom. I have just finished reading it and can hardly wait to involve my eighth grade class in a pollution project.

—Linda Edwards, *teacher of English, Thunder Bay Junior High School, Alpena, Michigan.*

Reading

With regard to the dialogue between Mrs. Robert S. McNamara and George D. Fischer (February), I'd like to point out that it takes more than books lying around to teach a child to read, especially if he sees *b*'s as *d*'s, *p*'s as *q*'s, or has an auditory defect that prevents him from distinguishing between sounds.

All but 3 of my class of 27 children need remedial help, and 2 need special tutoring. I want desperately to help them to learn to read, but with only a part-time aide, I cannot give these children the individual attention they should have. We have sufficient multilevel books in our room, but they stay unread.

—Mildred Harris, *fourth grade teacher, Upper Glade School, Cowen, West Virginia.*

Faculty Grading

I have read with interest "When College Students Grade the Faculty" (February). Looking at both sides of the coin—as a student, I've graded faculty, and as a faculty member, I've been graded by students—I find the situation a touchy one, at best.

Student grading of faculty can be good or bad, depending on the value that the administration assigns to the reports obtained from the students and on whether the questions asked are a really reliable measure of a faculty member's ability at that particular time. If these two problems can be approached and reckoned with objectively, then faculty rating by students will be less objectionable to all concerned.

—Willard L. Jinks, *assistant professor, Biology Department, Marshall University, Huntington, West Virginia.*

Fixed Incomes

While the JOURNAL and the *Reporter* regularly chronicle desegregation decisions, federal aid, rock music in the schools, and exotic tours, I read nothing concerning the problems of retired teachers trying to live on fixed incomes. Constantly increased living costs and rising taxes continually erode fixed incomes. We retired teachers who served during our active days seem to have become completely lost members of the profession upon retiring.

Other segments of society develop built-in cost-of-living adjustments. Why doesn't the NEA provide some attention to this problem of thousands of retired teachers—good people, proud people—trying to make ends meet in this time of inflation?

—L. E. Hoffman, *retired teacher, Malibu, California.*

♦ Guidelines to Fringe Benefits for Members of the Teaching Profession *(Stock No. 381-11880. 50 cents a copy), prepared by a staff committee of the NEA in answer to a Resolution of the Representative Assembly calling for the development of guidelines in the area of fringe benefits, recommends that state and local retirement systems for teachers provide for continuous post-retirement adjustments in the teacher's retirement allowance to maintain the original purchasing power of the annuity.*

Real Teacher

Mr. Calisch expresses rather well why it is soft-headed to feel that all you need to be a good teacher is to love children. "What you must love," he says, "is the vision of the well-informed, responsible adult you can help the child to become. . . . Help him to learn to love himself." If that is done, we won't find people complaining that slow-learning children are abandoned by teachers as hopeless cases.

Educators I knew used to expect all children to learn. One vice-principal infuriated a friend of mine by saying about a class of slow learners, "Well, it's good if you can keep them happy," when my friend knew they were improving every day.

—Laura Edwards Russ, *retired teacher, Glasser, New Jersey.*

Color

It appears that your staff does not understand the social revolution that is taking place in America and the world. *Everything* does not revolve around *white*. Other colors go to make up the human race.

It would seem that those who are responsible for getting out the official journal of the NEA, knowing of the struggle to get various ethnic groups to work together in state and local associations, would have the good taste not to use only illustrations showing Caucasians, yet the latest issue I have seen contains no evidence that NEA is multiracial.

Let's use illustrations showing that we are a multiracial organization.

—Arthur Clement, Jr., *director, Admissions, Career Counseling, and Placement, Voorhees College, Denmark, South Carolina.*

♦ *We do.*

Crushes

Congratulations on the fine article, "Crushes: What should you do about them?" by Sidney Berman (December). As one whose professional training was in social work, I agree that we teachers tend to neglect the emotional growth of children. I am sure that every teacher reading the article had to stop and take a look at his behavior in such situations.

Dr. Berman's suggestion that the problem be handled directly with the student was invaluable. The easiest thing to do in such a situation is to ignore it and hope it will go away.

COMING

A dialogue between NEA President George D. Fischer and René Maheu, Director General of UNESCO

An article that contrasts the thoughts and moods of today's young people with those of several decades ago, as revealed in student writing

A report about innovations in secondary school mathematics in five school systems across the country

A symposium on the subject of rock music in the school curriculum

Why the DuShane Fund helped a teacher who was fired for refusing to shave off his beard

It might be well for teachers to stash away the article and read it from time to time. If a teacher is not confronted with the problem of a crush now, he may find the advice valuable at some future date.

—Judy Clay, *sixth grade teacher, Log College Junior High, Warminster, Pennsylvania.*

Student Unrest

My observation-seminar teacher brought us copies of the November issue of TODAY'S EDUCATION so that we could discuss the special feature on campus unrest. The divergent thinking that the feature presented stimulated a heated discussion in the seminar.

As college students, we are much concerned about campus unrest. Further, as future teachers, we are directly affected, because our educational system is undergoing close examination and turbulent change. Students and teachers should work together in building the educational system that affects them both.

Campus unrest is a serious, important topic. Thank you for helping create awareness of all sides of the issues and for giving your readers a feeling of personal involvement.

—Susan Hoffman, *senior, University of Texas, Austin; observer, St. Elmo Elementary School.*

Easy To Take

The article by Paul Willis McKinnis, "Administrative Bulletin #115-2A6-7935-17 . . ." (February) was delightful reading. With his tongue-in-cheek style, Dr. McKinnis has brought readers of TODAY'S EDUCATION a message which is most easy to take. Educational administration still has a future as long as there are professors like Dr. McKinnis.

—Paula Gail Novak, *librarian, Thomas Jefferson Junior High Annex, Arlington, Virginia.*

I was very pleased with the article by Dr. McKinnis. The humor made light reading of some of the serious problems confronting education today. This pinpoints the inability of most of us in administration to accept responsibility and make decisions without being pressured by outside groups. This was a good change of pace from the usual approach by too many people in the field of education.

—Robert H. Zeller, *assistant superintendent of public instruction, state of Illinois.*

Teaching and Teachers

Kudos to you and bouquets, too. The symposium, "Some Thoughts About Teaching and Teachers" (February), inscribes beautifully upon our minds and hearts the essential humanity and humaneness of teaching and the horrors of teaching when these dimensions are lacking.

—Albert Nissman, *director of professional laboratory experiences, Rider College, Trenton, New Jersey.* □

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TEACHER OPINION POLL

Extremist Criticism of the Schools

☐ **Seven in 10 teachers think extremist** criticism of the public schools is greater today than when they began teaching. One teacher in 10 believes that criticism is increasing from the far right only, about 3 in 10 that it is increasing from the far left only, and another 3 in 10 that it is increasing from both the far left and far right.

Combining opinions with reference to left and right shows that 6 in 10 teachers see an increase in leftist criticism and 4 in 10 a growth in rightist criticism.

Approximately 2 teachers in 10 do not find any increase in extremist criticism, and about 1 in 10 is a first-year teacher and has no basis for comparison.

These are results of a Teacher Opinion Poll which asked a nationwide sample of public school teachers this question:

"In your opinion, is there more criticism of the public schools from extremists than when you first began teaching?"

Respondents were asked to "check all that apply" in a list which included the following: (a) Yes, criticism is increasing from the far left; (b) Yes, criticism is increasing from the far right; (c) No, criticism is not increasing from extremists; (d) Don't know —this is my first year teaching.

Responses, which appear in the table below, show a general similarity between the opinions of men and women teachers.

	Total	Men	Women
Yes, from the far left	59.0%	58.2%	59.4%
Yes, from the far right	41.2	45.1	38.9
No	22.5	21.1	23.3
Don't know	7.5	6.6	8.1

A higher percentage of teachers in the West than in other geographic regions of the country sees an increase in criticism from the far right. A greater proportion of teachers in the Southeast and West than elsewhere believes that criticism is increasing from the far left.

	North-east	South-east	Middle	West
Yes, from the far left	56.3%	61.4%	55.3%	65.1%
Yes, from the far right	38.8	39.7	39.2	47.6
No	23.1	22.0	25.7	18.3
Don't know	8.0	7.4	8.3	6.1

Opinions of suburban and rural teachers conform closely, but a greater proportion of urban teachers find an increase in extremist criticism.

	Urban	Suburban	Rural
Yes, from the far left	68.3%	53.9%	55.3%
Yes, from the far right	44.9	39.3	39.6
No	18.2	23.9	25.5
Don't know	4.6	8.8	9.1

—NEA Research Division.

TEACHER IN POLITICS

A coach and teacher for 12 years, Joe Stewart is now in his second year on the McMinnville, Tennessee, Board of Aldermen.

Mr. Stewart is a social studies teacher at McMinnville City High School. He is girls' basketball coach and freshman football coach, and has a knack for producing teams that qualify for county, district, regional, state, and invitational tournaments.

He received his bachelor's and master's degrees from Middle Tennessee State University and has done graduate work at Peabody College.

Since his election to the Board of Aldermen, McMinnville teachers have received substantial salary raises.

—Thomas D. Sparkman, *president, McMinnville Education Association.*

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LEARNING ABOUT BEHAVIOR STYLES

"Interaction Briefs" are prepared by staff members of the NTL Institute for Applied Behavioral Science (an autonomous organization associated with NEA) and are designed for use by a wide range of ages and in a variety of school situations.

☐ **Susan, a fifth grader, said, "I don't like my library research group. Jean always wants to be the one to look up the answers, but she doesn't know how and just wastes a lot of time. Harry and Tom fool around making jokes, so we never get the work finished."**

Jean feels she wouldn't stand a chance if she didn't push her way in, because Susan *is* brighter and faster in library work. Harry and Tom figure that the girls care a lot more about the project than they do, so they just let them do it. The result: tension, frustration, boredom—and often disruptive behavior—where the teacher had learning in mind.

Because much of the work we do in life requires collaboration with others, experience in group work is important. Learning how to work in groups includes becoming aware of one's own behavior style and sensitive to the work style of others. This month's brief is an approach to those issues. Although the design can be used with any class that has had small group experience, those who have experienced the "fishbowl" technique (TODAY'S EDUCATION, September 1968) or other "Interaction Briefs" designs will probably find it more rewarding. Here is how to do it:

Introduce the topic of behavior styles—the different ways individuals typically act. The object of the session is to try to get more understanding of why people act as they do in groups, because when we understand each other better we can work together more efficiently and with more enjoyment. To achieve that understanding, we have to start with the attitude that each person has reasons for the way he acts, whether we like his behavior or not.

Ask the class to name the ways individuals differ in small discussion or work groups, developing a list of various kinds of behavior and their opposites on the chalkboard. The list might look like this:

1. Some people talk a lot; some are quiet.
2. Some are very serious; some fool around.
3. Some take over; some don't get a chance.
4. Some stick to the subject; some go off the subject.

Have the class choose which of the various pair-categories they want to explore first and then divide themselves into two groups—for example, those who "talk a lot" and those who "are quiet." Then rearrange the two groups into an inner and an outer circle.

Ask the inner group to discuss the reasons they act in their way. Encourage them to talk about their own behavior and not that of the group in the outer circle. After everyone has had a chance to express himself, ask the group to discuss how they feel, during a discussion or

(*Continued on page* 14)

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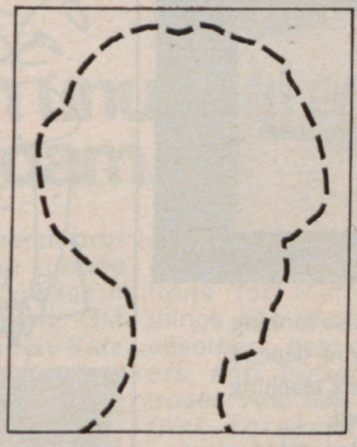

Lately, we've been running case histories in this publication about teachers who turned duplicating equipment into creative teaching resources. One teacher made "Silas Marner" more interesting by having students publish a newspaper about the characters and happenings in the book. Another teacher appointed each student a "Minister of Tourism" for a country and had him prepare a travel folder about his country.

Now, we're looking for more case histories to feature. If you too have an exciting story to share with other teachers about the creative use of duplicating equipment, we'll consider it for print.

Then, we'll ask you for your snapshot and your approval. And one of these days, you may see yourself and your idea in this publication.

Send your story and samples of teaching materials you or your students have prepared to: Educational Services, A.B. Dick Company, 5700 W. Touhy Avenue, Chicago, Illinois 60648.

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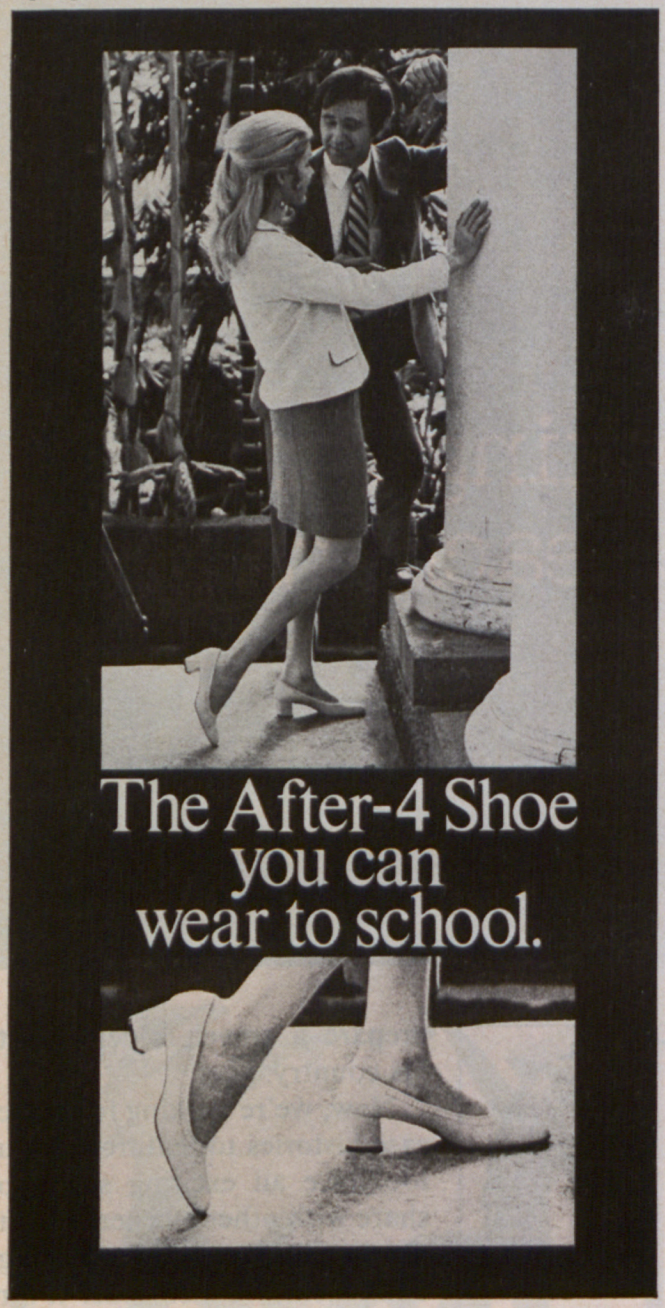

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INTERACTION BRIEFS

(*Continued from page* 12)

work session, about those who behave the opposite way. Each discussion should last no more than five minutes. The outer group listens in silence.

At the end of the second discussion, have the groups switch places and repeat the procedure.

When both groups have completed their discussions, have the class choose a second pair of behaviors from the list, form new groups, and go through the process a second time. To close the session, form quartets of two students from each of the last groups. Ask them to spend five minutes sharing what they learned about others who behave as they do and those who behave differently. If time permits, the entire class can share these observations.

The session can be repeated profitably, each time focusing on new dimensions of difference. With experience, pupils will become better observers of themselves and others and they will become more articulate in pinpointing their observations.

Making behavior style a legitimate discussion topic can accomplish two things: It can help pupils become aware and accepting of differences between themselves and others and it can provide a basis for productive confrontations among them when styles clash during small group work. □

I have to attend this all-girl college. Grandmother is paying for my education and she doesn't approve of there being two sexes!

GM

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All week long, Sy Katz works on unusual applications for a new metal foam.

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Best Books for Young Adults, 1968-1969

☐ **This list presents adult books of the** past year recommended as good recreational reading for young adults. It was compiled by a committee of the Young Adult Services Division of the American Library Association in cooperation with a nationwide group of participating school and public librarians. The 22 books, chosen from over 100 titles considered, were selected on the basis of young adult appeal; they meet acceptable standards of literary merit and provide a variety of subjects for different reading tastes as well as a broad range of reading levels.

The selection committee included the following: Reed Coats, Federal Young Adult Library Services Project, San Jose, California; Helen W. Cyr, Oakland, California, public schools; Barbara Joyce Duree, *The Booklist*; Elizabeth J. Keen, Free Library of Philadelphia; Linda F. Lapides, Enoch Pratt Free Library, Baltimore; Rose Moorachian, Boston Public Library; Ruth E. Smith, Skokie, Illinois, public schools; and Eileen E. Burgess, Prince George's County Memorial Library, Hyattsville, Maryland, chairman.

Johnny Get Your Gun. John Ball. Negro detective Virgil Tibbs is called into a case involving nine-year-old Johnny Maguire, who is out to murder a schoolmate for breaking his transistor radio but kills a popular Negro teen-ager instead. 1969. Little.

I Sing the Body Electric! Ray Bradbury. In this collection of 18 stories, which are 100-proof Bradbury, the author writes of mechanical grandmothers and fourth-dimensional babies as well as the Irish Republican Army and Texas chicken farmers. 1969. Knopf.

Black Is. Turner Brown. The author explains: "Black is when somebody brings you home to lunch during Brotherhood Week—after dark" and other definitions of black not in the dictionary. 1969. Grove Press.

Rock from the Beginning. Nik Cohn. If you dig rock, Nik Cohn gives it to you straight—the low-down and feel of the now sounds from folk to protest to psychedelic, from Elvis to Dylan to the Jefferson Airplane and beyond. 1969. Stein & Day.

The Andromeda Strain. Michael Crichton. Four scientists must race against the clock to isolate a deadly microorganism from outer space that has killed all but two people in a small Arizona town. 1969. Knopf.

An Empty Spoon. Sunny Decker. At a high school in Philadelphia's black ghetto, the school with the highest crime and dropout rates in the city, Sunny Decker, a young white college graduate, attempts to overcome the hostility and belligerence of her students. 1969. Harper.

Birds, Beasts, and Relatives. Gerald Durrell. An owl in the attic, a bear in the parlor, an overweight sister with acne, and a brother who collected eccentric humans were a part of the Durrell "menagerie," which invaded Corfu for a season and occupied it for five years. 1969. Viking.

I'm Done Crying. Louanne Ferris. For Louanne Ferris it took a strong determination to raise a family in a hopeless ghetto neighborhood, but it took more than determination to survive as a nurse in the inhuman world of a ghetto hospital. Mature readers. 1969. M. Evans.

The Ridiculously Expensive MAD. William Gaines and Albert Feldstein, eds. *MAD* is 17 years old, and this is a collection of the best of the worst from the magazine which takes on the establishment with vigor and revels in its inanities. 1969. World.

They Call Me Mister 500. Anthony Granatelli. Andy Granatelli, daring automobile racer and builder, tells how he made it through poverty and crashes to become a millionaire at age 30. 1969. Regnery.

Autopsy for a Cosmonaut. Jacob Hay and John M. Keshishian. A computer chooses Sam Stonebreaker, M.D., to be the first doctor in space. His assignment is to find out what killed the Russian cosmonauts in a marooned space vehicle. 1969. Little.

My Life with Martin Luther King, Jr. Coretta Scott King. With dignity, but emotion, Mrs. King tells her story of being black, of devotion to the movement, and of marriage to the man who said, "I have a dream." 1969. Holt.

The Strawberry Statement: Notes of a College Revolutionary. James Simon Kunen. An ex-varsity crew member at Columbia joins the 1968 confrontation over the University's indifference to war, racism, and poverty, and records the struggle on the spot. Mature readers. 1969. Random.

Search for the New Land. Julius Lester. Combining autobiography, contemporary

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history, and "found" poetry, a sensitive black militant reveals the frustrations of his life, the sickness in American society, and a revolutionary hope for the future. 1969. Dial.

The Writing on the Wall: 108 American Poems of Protest. Walter Lowenfels, ed. Martyrdom, inhumanity, war and death are placed in fierce confrontation with the conscience of the reader in this anthology of protest poetry. 1969. Doubleday.

Ammie, Come Home. Barbara Michaels. A ghost that never quite materializes and the spirit of Ammie Campbell haunt an old Georgetown house and threaten the lives of its occupants. 1968. Meredith.

Coming of Age in Mississippi: An Autobiography. Anne Moody. This is a story of what it's like to grow up poor and black in Mississippi. Although flawed by the Southern racial system, Anne Moody refused to be broken by it. Mature readers. 1968. Dial.

Night of the Grizzlies. Jack Olsen. On the night of August 12, 1967, grizzlies attacked a camp ground in Glacier National Park—a violent and inevitable clash between a vanishing species and the humans invading its territory. 1969. Putnam.

The Promise. Chaim Potok. In this sequel to *The Chosen*, rabbinical student Reuven Malter confronts his dogmatic teacher, while his friend, Danny Saunders, undertakes his first case as a clinical psychologist, one requiring a drastic, experimental treatment. Mature readers. 1969. Knopf.

The Mephisto Waltz. Fred Stewart. A dead, diabolical genius inhabits the body of Myles Clarkson, concert pianist. Only Myles' wife suspects what has happened, but she has no proof. Mature readers. 1969. Coward-McCann.

The Mouse on Wall Street. Leonard Wibberley. Gloriana, ruler of Grand Fenwick, conqueror of the United States, sender of the first rocket to the moon, now is possessed by a Midas touch that almost wrecks the simple economy of her country. 1969. Morrow.

My Turn at Bat: The Story of My Life. Ted Williams and John Underwood. One of baseball's greatest hitters, Ted Williams, explains himself and his controversial career with honesty and frankness. 1969. Simon & Schuster. ☐

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UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036. Ask for Unfinished Stories for Use in the Classroom. *Stock No. 381-11766.*

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friend. He had tried to get a part in the play for Jerry, but Mrs. King had put Jerry in charge of publicity instead.

It wasn't the same as being on stage, Jerry thought, but at least he'd get his name on the program. He'd do the best he could on publicity, and maybe he'd get a chance some other time to act.

But Doug believed that best friends were supposed to stick together, so he didn't give up. And one afternoon, as Jerry was walking home from school, Doug came running up full of news.

"It's not exactly a part," he panted, "but I got you the next best thing. Mrs. King said she wanted someone to sit on the side of the stage between acts and play the guitar. I told her you'd add a lot to the program, and she said you could do it."

"Me!" said Jerry. "Why, Cliff Nelson is twice as good as I am. He took lessons for two years."

"So what?" said Doug. "I told Mrs. King how great you were when you played at the scout meeting, and she's real impressed."

"That wasn't anything big—just fooling around," Jerry protested. "I've never even had a lesson."

Doug looked hurt. "Listen, Jerry, I went to a lot of trouble for you, so don't let me down. If you tell Mrs. King to get someone else, it'll make me look like a dope after all the bragging I did about you."

"You'll make both of us look like the worst kind of dopes if I try to play and get all fouled up."

Jerry tried to think what to do. He knew he was not good enough to play before the school—and not even half as good as Cliff Nelson. Doug was always exaggerating. But he'd gone out of his way to be helpful, and Jerry hated to let him down. What should Jerry do?

Thoughts To Think Aloud:

1. If Jerry embarrasses himself in front of the school by playing the guitar badly, will Doug have done him a favor? Will he have done Doug a favor?
2. How might Jerry arrange for Cliff Nelson to play the guitar without offending Doug?
3. How might Jerry handle Doug's exaggerations in the future? □

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A Not-So-Square Idea

To save time in checking on which assignments have been handed in and to enable students to keep track of any pages they need to make up, I dittoed lists of the children's names followed by rows of squares.

Then I labeled manila folders according to subject, taped one of the sheets inside each folder, and put the folders on a table in the back of the room.

Now, whenever a child completes an assignment, he places it inside the proper folder and marks an x in the appropriate square. Aside from the obvious time-saving aspects of this system, another is that when I am ready to correct papers they are all together and divided by subject.

—Suzanne Orcutt, *fifth grade teacher, Madelia (Minnesota) Elementary School.*

Gimmick Bags

"Gimmick bags" have helped my pupils develop imagination and strengthen their language skills.

To begin the project, I prepare the bags myself. In one I put all soft items; in another, hard objects; in still another, things found in the kitchen; and so on.

The initial lessons are oral. After feeling the contents of the bag but without peeping inside, each child tells us what things he thinks it contains. I list the items, then he checks this list as he removes his objects from his bag.

From this method we advance to one where the objects are still identified by touch but not revealed orally. Instead, the children make their own "guess list" and check with the actual contents afterwards.

Now they are ready for the third step—to "use" their gimmick bags. At this point, I often have each of the children prepare a gimmick bag containing a specific number of items. The contents can either be varied, or they can belong to one general category (round objects, pet items, jewelry, etc.).

This time (after the bags have been exchanged) the children not only identify the objects but also compose a short story that must mention each item found in their gimmick bag. Influenced by the items and their imagination, the children tell stories that may be funny, sad, mysterious, or exciting.

For variety, the bags can contain just one object, which can be the basis for a riddle as the classmates share their gimmick bags.

—Wilhelmina Berger Lewis, *team teaching leader, third year primary, E. B. Laudenslager Elementary School, Hatfield, Pennsylvania.*

Geometric Designs

Asking students to make geometric designs is, I have found, a good motivational device in teaching geometry. The designs allow some students to display an understanding of and appreciation for form and color that is not possible in writing proofs and making constructions.

I assign one design for each of the six grading periods in our school year. Rules are as follows: All designs must be drawn and colored on plain, unlined 8½" x 11" paper. The first design can be made with points and unjoined lines only; the second, with angles and triangles; the third, with parallel lines and quadrilaterals only; the fourth, with circles and spheres; the fifth, with solids; and the sixth, with any combination of points, lines, and closed plane or solid figures.

Panels of students rank designs as to attractiveness, and students' grades are based on this ranking. I post the best designs from each class on the classroom bulletin boards and file them later to serve as examples for the following year's classes.

—Lawrence Buford, *instructional coordinator, Austin (Texas) Independent School District.*

Quick, Straight Lines

I use a music staff liner (omitting chalk in second and fourth places) to draw lines on the board. Then I have my good writers help the poor ones form and practice letters and words that give them difficulty. Students who have perceptual problems benefit especially.

I did this for more than 14 years with the mentally retarded with good results.

—Helen H. Thompson, *former third grade teacher, Hopewell, New Jersey.*

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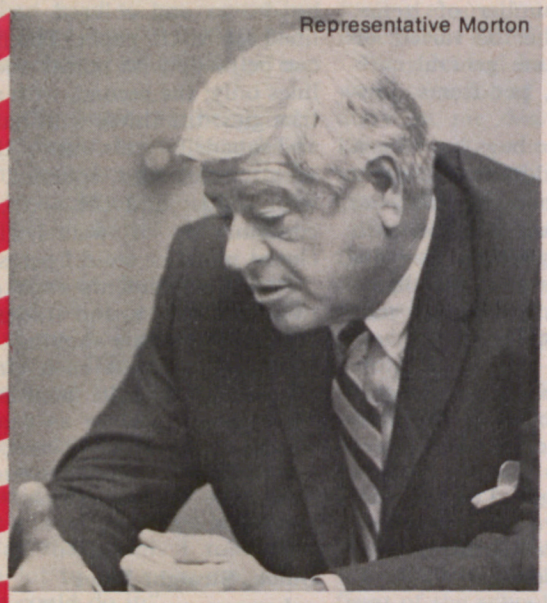
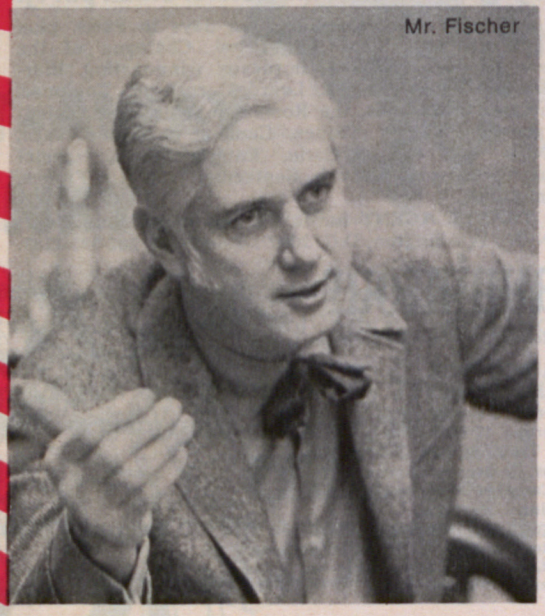


Representative Morton

THE TEACHER'S POLITICAL ROLE

A dialogue between NEA President George D. Fischer and the Honorable Rogers C. B. Morton, U. S. Representative from Maryland and chairman of the Republican National Committee.



Mr. Fischer

□ **Mr. Fischer:** Well, Congressman Morton, as you know, today we want to talk about the role of the teacher and the NEA as it relates and can relate to politics at the local, state, and national levels.

Congressman Morton: I feel very strongly that the teacher should be involved in the politics of the community. I think that if he is involved, students will respond better to him.

Mr. Fischer: That's a good point. One time, Congressman, when I was a boy, I attended a one-room schoolhouse that was right across the way from my grandfather's farm in western Iowa. I used to hear my father talk about the time a 17-year-old girl taught at that school and lived in the family's house. Once in a while something would be discussed in this one-room school that involved farm politics. When that happened, some of the neighbors would come down to see my grandfather, who was president of the board then, and they'd say: "Tell this girl to take care of teaching the kids, and we'll take care of the politics." And he'd say: "All right, but we eat together every night, and she says some things that maybe you ought to be hearing."

My point is that in those days most people felt that teachers weren't qualified to get into the political arena, that they should teach the kids and keep out of politics. This is a yoke of tradition that we've had to throw off. It's been hard.

Congressman Morton: I can well understand that, and I do think you still have to be a little bit careful in the classroom that you don't become too partisan, because then you're going to lose some credibility with parents as well as with students. On the other hand, I don't think a teacher has to steer away from partisanship entirely as long as he is objective enough and fair enough to present various points of view.

Mr. Fischer: The NEA covers this rather carefully in our Code of Ethics. We think that education is one thing, but that when the teacher begins to indoctrinate, then he's being unethical.

As a practicing politician, where do you think we should draw the line on political discussion in the classroom?

Congressman Morton: Well, this is a very difficult thing to determine. I think the teacher has a great deal more influence in character building than perhaps he realizes. For this reason, teachers have to be careful, but at the same time, as a practical politician, I don't want them to fail to encourage young people to become involved.

Mr. Fischer: I agree.

Congressman Morton: Let me tell you something that troubles me. In 1969, the number of voters who said they were Republicans went down from 27 percent to 23 percent. The number who said they were Democrats has gone down a corresponding amount, or even a little more. The reason for this is that young people who are new voters prefer to be independents and do not register with either party.

Unfortunately, very few of these young people realize that as independents they don't really fully participate in the workings of democracy. They don't get into the process of selecting candidates, which is the incubator of democracy.

Mr. Fischer: You were mentioning the teachers' influence. Teachers collectively have tremendous influence and this means that teacher organizations are a vast political resource. You know NEA's been very active since 1963 or '64 in a program we call TIP, Teacher-in-Politics. We've been holding seminars and

workshops around the country with teachers and their local associations to attempt to get them active in politics.

Congressman Morton: I think the NEA serves another purpose, too. It helps maintain high professional standards. I believe another area where the NEA can do much work is in research, especially research about teaching and learning. And I think an association like yours should take a very critical look at teacher-preparation courses.

Mr. Fischer: We have been doing all these for a long time. We feel that we must change the teacher-preparation standards particularly, and then the other standards, too. We believe that the teaching profession as a whole (not just our organization) should control the training of teachers.

Congressman Morton: Well, I don't know whether you should control the training of teachers, because that might involve a kind of conflict, but you certainly should upgrade the profession.

Mr. Fischer: Well, by controlling, I mean an approach similar to that exercised by the American Medical Association, which not only controls the medical profession and the entrance to it, but also sets the standards for the people who teach in the colleges of medicine. We feel we should do the same, because we want to break out of this situation of inbreeding, whereby we have people going to college, getting all of their training in college, and then turning around and teaching in colleges of education without ever actually having been on the front lines in the nation's elementary and secondary schools.

But, state laws would have to be changed in order to remedy this situation. Actually, all the things we've been discussing today come about as the result of political decisions. This means that teachers have to be active politically.

In that vein, I'd like to ask you a question in your capacity as the head of one of the two great political parties in this country: How can we fit into the practical political arena?

You see, the problem we're facing is that whether we like it or not we're getting into a lobby-mad, power-mad world. We are realistic enough to know that the great lobbies have power, and that if we're going to get a share of the pie, we'd better move in alongside of them.

Congressman Morton: Well, I think you're getting a pretty good share of the pie now. However, I know the problem you've got. I've seen a lot of unmanned language laboratories, for example. In other words, Congress has gone in for facilities and has neglected the kind of qualitive monitoring that is needed to insure that what is being spent is in balance with the human resources that are necessary to manage the components. Your Association could be fantastically helpful with this kind of thing, I think.

But getting back to grass-roots politics, I think we have to be very careful that we just don't turn the questions of candidacy over to large organized groups, because if we did that, I think we'd begin to destroy this democracy of ours.

Mr. Fischer: I'd like to get your reaction to something said to me years ago by a former Democratic chairman in Iowa. This man was bitter with our teachers' organization because he said we knocked off 14 of his legislators and he didn't think we had any business getting involved in a general election. He said, "Be active as an organization in the primary, on behalf of anyone you want, but make no formal endorsements in the general. Have your political workers work as individuals in the party of their choice, but stay out of the generals as an organization." He was referring just to the state legislature, of course, but what do you think about his viewpoint with regard to the national picture?

Congressman Morton: Well, with an organization as big as yours, you probably have a pretty broad spectrum of political position, and it seems to me that if you—as an association—said, "We're out to knock off all the Republicans," you'd have a right restless group of people within your organization. If you said, "We're going to knock off all the Democrats," you'd have a similar situation. I think that taking this kind of position would be bad both for the NEA and for the people in education. And I don't think it would be too good for the country, either.

But if your organization doesn't have some clout, if it doesn't involve itself in the way the nation is going and in moving civilization to a higher order through political action, NEA is going to be so lackluster that nobody is going to be particularly interested in belonging to it.

So get in there and fight, but be sure you're right. Don't be fighting to dilute the standards; be fighting to improve them, to make the teacher a better performer.

Mr. Fischer: But to turn now to another topic: What are your feelings about government's underwriting of political campaigns?

Congressman Morton: Well, it's not easy to say what my feelings are. I guess a politician would find it very nice if he were sent a government check to finance his campaign. That would be great.

Campaigning is expensive and our problem is that candidates try to raise large amounts of money from just a few contributors who then gain a lot of influence in the halls of government. To counteract this, the Republican National Committee (and I'm sure the Democratic Committee as well) is making every effort to raise large numbers of dollars in small amounts from large numbers of people.

Mr. Fischer: We're going to ask our teachers in the states where we are legally set up to do this, to contribute to our political arm. What do you think of that?

Congressman Morton: I think if teachers are going to contribute, they're going to have to have a say on how you're going to spend the money.

Mr. Fischer: Our organizational setup is such that the grass-roots people have the say on about everything we do, so that won't be a problem.

At this point, Congressman, would you be willing to look for a minute at the individual teacher who runs for office in his local community? What does his political activity do to his relationship with his students? His relationship within the community? Does he increase or decrease his influence?

Congressman Morton: His influence goes up. There's no higher privilege than to run for public office in the United States.

Mr. Fischer: I announced for the state senate when I was teaching in Des Moines in an inner-city high school, where you would think the kids wouldn't be too interested in politics. But the day after my candidacy was announced in the paper, my kids congratulated me for entering the race.

Some school districts have the attitude that a

(*Continued on page* 24)

THE TEACHER'S POLITICAL ROLE

Senator Harris

Mr. Fischer

A dialogue between NEA President George D. Fischer and the Honorable Fred R. Harris, U. S. Senator from Oklahoma and former chairman of the Democratic National Committee.

□ **Mr. Fischer:** Senator, what do you think about the teacher's role in politics?

Senator Harris: Well, I think the teacher's role is vital. It's highly important that teachers, and people like them, take part in politics.

Mr. Fischer: Teachers have been given the idea that they're second-class citizens. They've been told, "You take care of the kids' education, and the town fathers will take care of the politics."

Of course, the NEA and our affiliates are very active in trying to get teachers out of this rut. We feel that if teachers are going to be examples to the young people in this country, they should be active politically, but there seems to be some disagreement on this among politicians.

Senator Harris: This would probably be a matter of whether or not the politician in question was one who thought Congress was doing enough for schools and education. I don't think we're doing enough. Maybe that's why I think teachers—and everybody else, for that matter—ought to be more active in politics.

Ours is a system of advocacy in which people speak up for what they believe and try to influence others toward the same view. If any segment of our society, particularly education, isn't active, then the system doesn't work as well as it ought to.

Mr. Fischer: Oh, I agree. However, there are those who would say it is unethical for teachers to speak out on controversial issues.

Senator, what kinds of political activities do you think individual teachers—and teachers' professional organizations—should get involved in?

Senator Harris: I think that everybody in teaching can get involved in very practical ways. For example, just yesterday a lady who teaches Indian children out in Wisconsin told me that she went to a political meeting and introduced herself to the local Congressman, explaining that she wanted to work for his re-election. Immediately she was welcomed into the group. She was kind of amazed that the group took her in and found things for her to do, but I don't think it was amazing at all.

Mr. Fischer: My experience bears this out. At all levels, both parties are starved for intelligent people who will work in a campaign.

I remember in Iowa one time, we encouraged some of our bright young educators to get involved in the platform committees at the state political party conventions. We had two people, a Democrat and a Republican, who wrote the education planks for their respective party platforms. Interestingly, the two were very much alike.

And then we got the state legislators committed to the education plank in their respective parties. As a result of this volunteer, grass-roots work, I think we got the greatest help that we ever had in the state legislature that year. And no one complained about the fact that teachers were those instrumental in writing the platforms.

Senator Harris: You indicate that people raise objections to teachers' being active. I hear the complaint the other way. Maybe that's because educators and I would be generally on the same side. But I don't think that I've heard any complaints about teachers' being too active in politics.

Mr. Fischer: I'm glad to hear you say that, but we don't always find this to be true. The NEA spends about a million dollars a year defending teachers around the country through the DuShane Fund for

Teacher Rights. And you'd be amazed at how many of the cases involve teachers who got active in politics and got fired because they circulated election petitions or something like that.

But, of course, many teachers don't get active in politics simply because they have an inferiority complex about their right to participate. This is one of the reasons we want to have the National Chairman of a political party come right out and say teachers belong in politics just as much as any other occupational or professional group. So I'm glad to hear you say you don't hear complaints about teachers' being too active in politics, because we have a lot of fighting, uphill fighting, to do in this area yet.

Senator Harris: Well, I'm glad to have the explanation. But as I said, I want to see more politically active teachers and I think most politicians would be very interested in any help from people in the education field. And so I would think that teachers would be rather warmly welcomed at whatever stage or level they wanted to get involved—whether it's in canvassing or helping to write speeches or encouraging candidates or, for that matter, running for office themselves, which I certainly encourage.

Mr. Fischer: What do you think about organizations' kicking money into political campaigns—through a political-action arm? NEA couldn't put money into your campaign, for instance, but a political action arm that would be a separate corporate entity could. What do you think of this approach?

Senator Harris: I think it's good. Anything that allows or encourages individuals to contribute voluntarily to political campaigns is highly useful, because the soaring cost of campaigns offers a very basic threat to the democratic process itself.

I would like to see the law changed so as to allow tax credit for political contributions—the same as we allow for charitable contributions, for example—up to a maximum, of say, a $25 tax credit. In the consideration of the Tax Reform Act recently, 45 Senators voted for a concept like that, which indicates strong support for it. We didn't get it passed, but we're going to keep trying.

The Democratic National Committee is on record in favor of such a credit. I appointed a Campaign Financing Task Force, headed by the former Chief of Protocol, Lloyd Hand, which will try to attract greater public attention to this problem.

But if campaign costs keep rising—primarily because of the increasing reliance on television in campaigns—we're going to see more and more candidates who are either rich themselves or who have to depend upon those who are and whose interests may not necessarily be the same as the public interest. That's not good.

So I think eventually we've got to have one kind or another of public financing of campaigns, or at least partial financing. In the meantime, I think any plan that encourages smaller campaign contributions from a larger number of people is very useful.

Mr. Fischer: I believe teachers would be interested in limiting the deduction for campaign contributions, because if the deduction were unlimited, the fat cats would get more influence because they could put $10,000 or more into a campaign and have the amount deducted.

Senator Harris: I think a $25 limit would be sound. Senator Edward Kennedy and Senator Jim Pearson's proposal would allow one-half of any contribution up to $50 to be deducted as a tax credit, thus limiting the tax credit to $25.

Mr. Fischer: It's my understanding that the NEA Citizenship Committee plans to put a resolution in the hopper at the NEA convention this summer, recommending that NEA actively seek such legislation.

While we're talking about reform, let's discuss the disfranchisement of some teachers because of their mobility. For example, Ruth Trigg, a former president of the Association of Classroom Teachers, spent a year in Washington carrying out her duties, and when she went back home, she couldn't vote in her home state.

Senator Harris: Soon after I became chairman of the Democratic National Committee, I appointed a Freedom To Vote Task Force, of which former Attorney General Ramsey Clark is chairman and Mrs. Mildred Robbins, vice-chairman. This group recommended a universal registration system based upon the census, which would be rather easy to carry out and would avoid the problem you're talking about.

In my opinion, this is absolutely essential—along with some form of public campaign financing—to the survival of our democratic system.

Mr. Fischer: Continuing our discussion about why teachers should become involved in political parties, how do you feel about people who refuse to declare a party affiliation, who say they're independents?

Senator Harris: In reality an independent has far less influence than a member of a political party, because if a citizen is a member of the Democratic or Republican Party, he has the opportunity to nominate candidates as well as to vote in the general election.

Furthermore, a person can exercise influence in ways other than voting. Teachers should be the kind of people who are intelligent enough and sufficiently interested in the issues to want to do more than just vote. They should want to be involved in political campaigns, help to find candidates, or run for public office themselves. As members of an organized political party, they can make their views felt most strongly and have greater influence in the political process. So I would advocate partisan political activity as well as general political activity.

Mr. Fischer: I feel very strongly about this, because in any organization, whether it be a political party or an organization like the NEA, a leader can do very little alone. He needs his own troops. And I think that the theory the independents have of "Vote for the man and don't vote for the party" has a tendency to weaken the leader's support among his troops. It weakens his party, and therefore, it weakens him. So, actually, what you have is a strong image, but not a strong, effective man who can lay out his program and then let his party insure that it comes into being.

Avoiding party affiliation is politically naïve, in my opinion. I don't know whether you agree or not.

Senator Harris: In general, I would say yes. Just by being active in a political party, a person has an additional option. He is involved in the nomination process as well as in the election process. If the nomination process doesn't work out to suit him, he can still vote for the man. And so, as I see it, the individual who feels strongly about issues and wants to see his ideas prevail has everything to gain by taking part both in the party process and in the general election process.

Mr. Fischer: I want to get your reaction on an-

(*Continued on page* 24)

REPRESENTATIVE MORTON

(*Continued from page 21*)

teacher should quit his job if he becomes a member of the state legislature, even though in most places this is a part-time job.

Congressman Morton: I don't think that's fair. You've got to be careful about this business of dual compensations, but as a matter of principle, we should encourage more teachers, particularly more women teachers, to get into politics.

Mr. Fischer: I'm interested in your comment about women. They make up about two-thirds of our profession. The teaching profession is a fountainhead of intelligent women; they're a resource we're overlooking.

Congressman, do you think that teachers have been as active in politics at the local level as they need to be?

Congressman Morton: Looking over the nation as a whole, my answer would be no. There has been too much of a tendency among teachers to remain politically neutral.

Mr. Fischer: Before we conclude our discussion, I want to comment about something that I'm sure will arouse either positive or negative feelings on your part. I've said many times that in view of the great influence groups around the country, it is essential for teachers to have as much influence in political matters and in the great social issues as any other group in this country. This is the direction in which I'm pushing the teachers.

Congressman Morton: The problem you've got, of course, is that if you get into the total spectrum and your membership is divided on these issues, you could be in trouble as an organization.

I question whether you should try to run the country and decide what the social issues are, because the NEA is not the institution to run the country. The institution to run the country is its government. You say you'd like to influence government to do things your way. Well, I can't fault you for having that desire, but you do have to be careful that you're speaking for the membership of NEA and not for a board of directors or a tightly controlled leadership or just for yourself.

Mr. Fischer: We're pretty well governed by our resolutions that are laid down by our Representative Assembly at the national convention.

Congressman Morton: I find that many, many professional organizations are much more concerned about influencing government than influencing their membership to achieve higher standards of performance, and this is the one thing that I think NEA has a tremendous opportunity and responsibility to do. More than any other association, NEA can move this civilization onto a higher plateau through the development of a better level of education in this country.

Mr. Fischer: We'll buy that. As I've said many times, as the schools go, so goes America, and as America goes, so goes the world. We're going to raise the level of our society. But I realize this has to be a partnership between the teachers and the decision makers. We are affected by them and we feel, in turn, that we must affect them. □

SENATOR HARRIS

(*Continued from page 23*)

other point. Some say that the two-party system is on the way out, that politics is dead, that the media are taking over. They claim that in a few decades we'll see political contests as sort of toothpaste contests on TV. What do you think about that, Senator?

Senator Harris: I really don't know whether that's true or not. I would rather doubt it. The one feature of the American political landscape that has been most durable has been partisanship and party labels. And they continue to be rather strong, despite all the other things that have happened in the most recent elections.

But I think that parties must reform or die. I think that they've got to be made more democratic—that they have to allow and encourage more of their members to take part in their decision-making processes. That's why, in response to the mandate of the 1968 Democratic Convention, we've launched the McGovern Commission, that is, the Commission on Party Structure and Delegate Selection and the O'Hara Commission, the Commission on Rules.

But I think even more important than just opening up the decision-making process will be the need for the parties to think of new ways to involve people. This is so because, with the rise of the suburbs and with the great mobility of Americans, it's far more difficult for interested citizens to get involved. Just a passive willingness for parties to be more democratic won't mean that a greater number of people will participate.

As a result, we're seeking ways by which we can go out looking for people to involve them in a new kind of political process. If we can do that, the parties will continue. If not, something may grow up in their place.

Mr. Fischer: And this is an area in which teachers' associations can make contributions.

Senator Harris: I certainly think so. And I think it may be that we'll have to deal more with associations and groups and organizations within the party. Perhaps some way will be found for them to be formally represented or for their views to be represented.

I don't think anybody yet knows the impact of the change in the political process. The old boss system is gone. Where it still exists, it's merely a rather archaic vestige.

When we took some right steps, some needed steps, to do away with the patronage system—with the system of political distribution of food and welfare and other kinds of political favors—we destroyed the boss system. But we also, in many ways, did away with the personal politics of that day, the personal involvement of individuals. The overall result was good, but there are some side effects that we haven't learned to live with yet. And I think that we're going to have to do so, or parties won't continue to exist in the traditional way.

Mr. Fischer: This is the reason we are so interested in filling this gap with teachers in politics. There is a real need for our voice and we must meet this need. □

CREATING APHORISMS

WILLIAM LAMBDIN, *instructor of English, Northeastern Junior College, Sterling, Colorado.*

□ **Aphorisms, according to** *Webster's New Twentieth Century Dictionary,* are short, pithy statements containing some important truth or precept. Poet John Ciardi has further defined them as "the poor relations of poems, stunted things that still like to imagine they have managed a single blossom."

If Ciardi is right—that is, if aphorisms really are closely related to poems—then we Americans may be more poetic than we have realized. For of all the nations in the world, we seem to have a particular fondness for aphorisms and a talent for creating them.

Mark Twain, always interested in getting at the truth in few words, was particularly fond of aphorisms, as two examples will suggest:

"One of the most striking differences between a cat and a lie is that a cat has only nine lives."

"Adam was but human—this explains it all. He did not want the apple for the apple's sake; he wanted it only because it was forbidden. The mistake was in not forbidding the serpent; then he would have eaten the serpent."

In our own time, Robert Frost used aphorisms when he described poetry as "a momentary stay against confusion" and said that a poem always "begins in delight and ends in wisdom."

Nowadays, aphorisms have become so popular and appear so frequently in speeches, editorials, campaign orations, sermons, protests, teach-ins, sit-ins, and talk-downs that one could almost say they have replaced baseball as our national pastime. To confront the issues of our time, to be involved, to be committed, and to have a truly meaningful dialogue, it seems that one must create an aphorism, a terse and pungent phrase that packs a lot of wallop and a lot of meaning into few words.

With this in mind, and recognizing the need we have today for ever new and more imaginative aphorisms, I recently asked a group of college students to supply a list of them that would be especially fresh and timely. Here are some of the results:

The Draft—A sudden surge of wind that usually manages to get under even locked doors and tends to result in either a high fever or cold feet.

The Nielsen Ratings—Official voice of the Great Silent Majority.

A College Diploma—A sign-out.

The Apollo Space Program—Finding a new world at the expense of the old.

New York City—The world's biggest sit-in.

TV—The 21-inch scream.

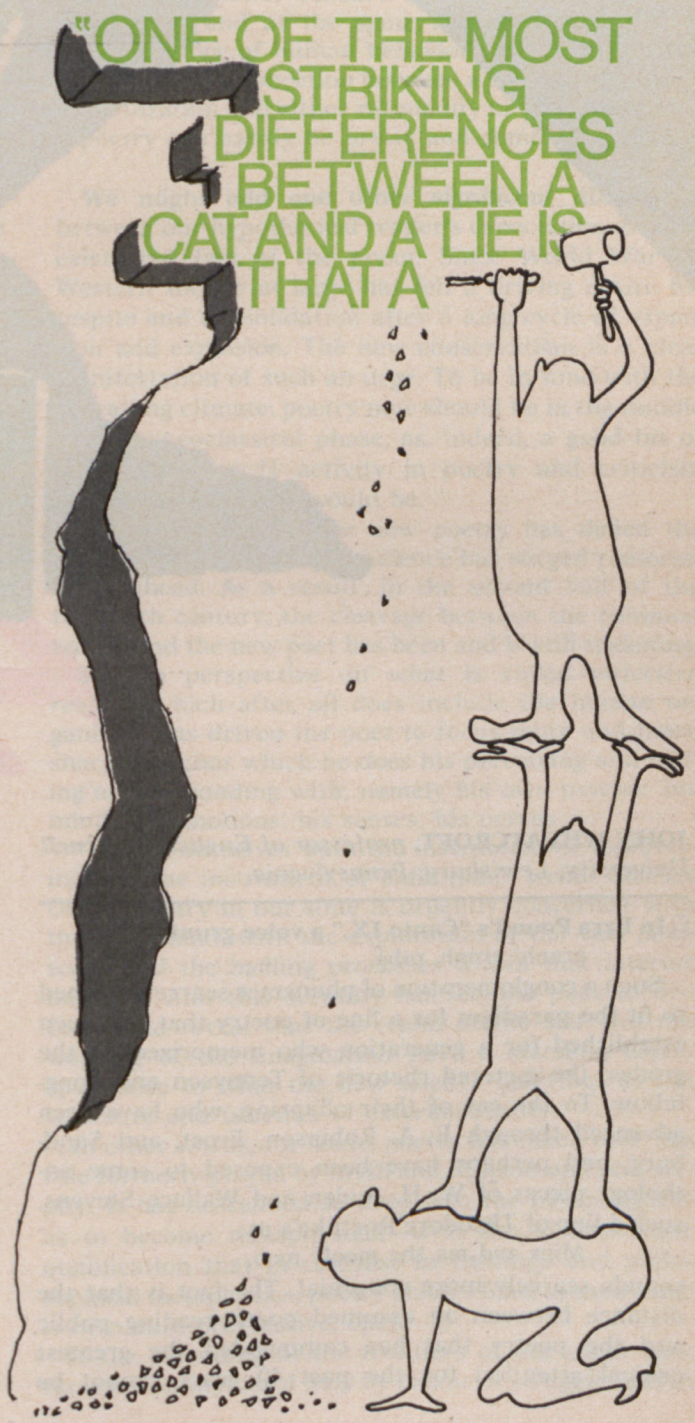
Plastics—Cop-outs for the real thing.

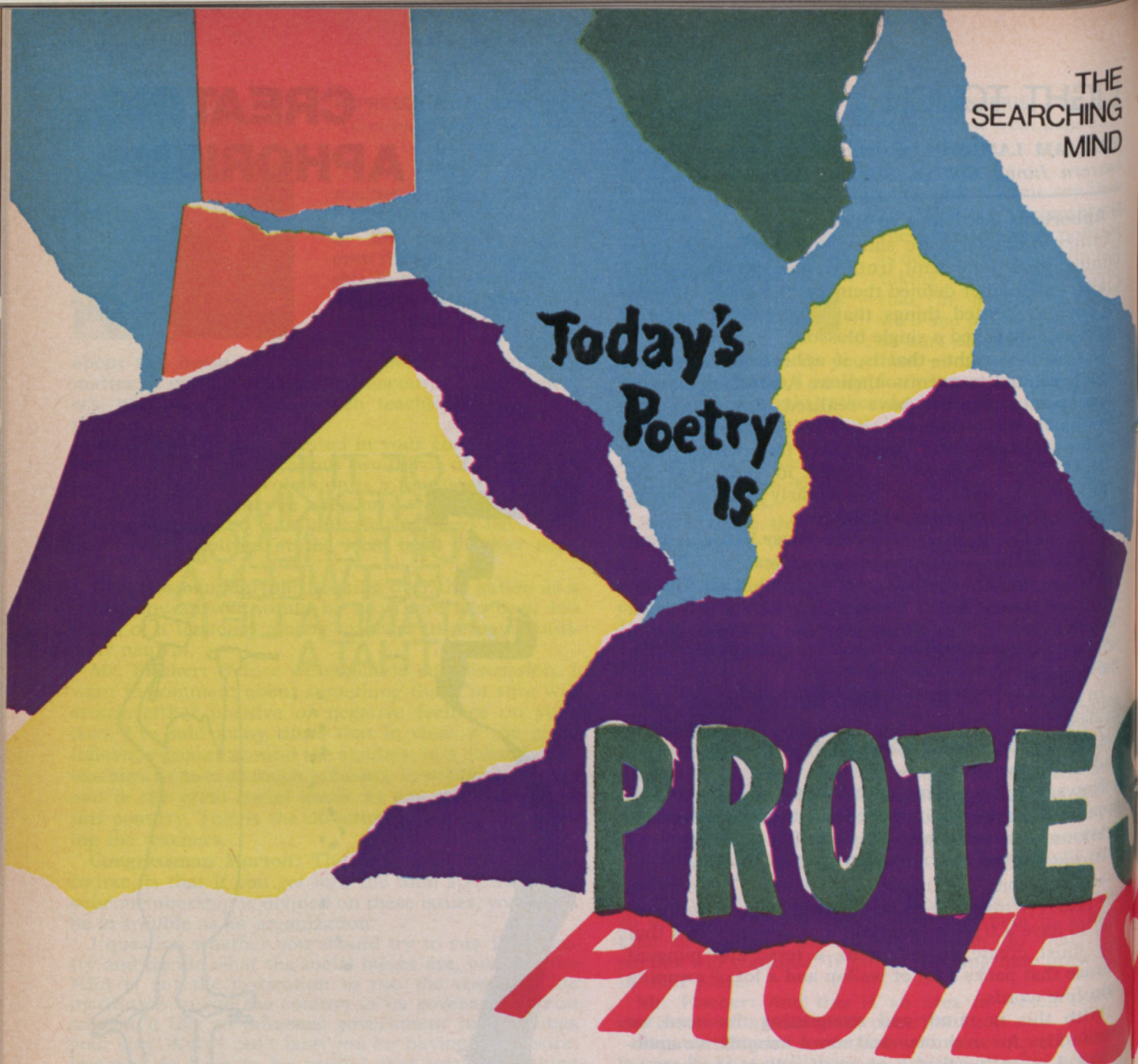
Computer Dating Services—Fixers who do your own thing.

Marriage—Playing the scene straight.

Togetherness—Too many, too often.

Middle-Class Life in the U.S.—Not bad when followed by two five-grain aspirin. □





JOHN WHEATCROFT, *professor of English, Bucknell University, Lewisburg, Pennsylvania.*

☐ **In Ezra Pound's "Canto IX," a voice grunts:**

grnnh! rrnnh, pthg.

Such a conglomeration of phonemes scarcely seemed to fit the paradigm for a line of poetry that had been established for a generation who memorized, in the grades, the metered rhetoric of Tennyson and Longfellow. To the ear of their offspring, who have been advanced through E. A. Robinson, Frost, and Sandburg, and perhaps have been exposed to some anthology pieces of W. H. Auden and Wallace Stevens, such a line of Theodore Roethke's as:

Mips and ma the mooly moo,

sounds scarcely more congenial. The fact is that the distance between an assumed poetry-reading public and the poetry that has commanded the greatest critical attention for the past 40 years cannot be measured save by our metaphors for outer space.

There are ways of accounting for the estrangement. William James once made the point that half of what we perceive is what we bring to the perceiving. I suspect that many a contemporary reader who finds himself confronting a new poem brings with him certain misconceived notions of what a modern poem is, or ought to be.

One common presupposition is that a poem is an object of culture whose value inheres in its pleasing utility: It can transmit some valid piece of knowledge or wisdom or belief at the same time that it diverts and entertains. If, on the other hand, the pleasurable effect of the poem is achieved by slighting or denying the didactic function, then the piece is considered to be a means of escaping reality, an imaginative narcotic, like lotus. In other words, poetry is commonly thought to be either useful but certainly not necessary, or embellishing though probably harmless.

Another expectation that a reader might well bring to a contemporary poem is that it will be representational, that is, that the poem will offer a clearly recognizable reflection of some experience that he already understands because he has had it. After all, in his *Poetics* Aristotle explains that a play is an imitation of an action, and Shakespeare has Hamlet tell us that players are the "abstract and brief chronicles of the time." In the same way, shouldn't a poem mirror what we are sure we know and feel, even though it deals not with external action but with perception, feeling, response?

A reader of a contemporary poem is also likely to bring with him some assumptions about the form and language of poetry. Common sense seems to suggest that if a poem is something made, a created object, then it ought to have the kind of purposive structure that other artifacts have—clocks and vacuum cleaners and spaceships. And, seemingly, such a structure ought to be susceptible to rational analysis. Similarly, if the substance of poetry is words and if words are tools of thought, then it would seem fair to assume that a person who understands the meaning of all the words and their syntax ought to comprehend the significance of the poem without any undue difficulty—indeed, usually after a single thoughtful reading.

In the Jamesian proposition, there is also the other term, the object perceived—in this case, the poem. A great deal of the trouble, I am convinced, is that what the reader believes to be the phenomenon he is confronting is not what the poem actually is.

Let us consider the language of contemporary poetry. Here I am afraid common sense fails us. It is every bit as much an accident that what the poet makes his poem from seems to be the same stuff that editorials and sermons and lectures and military communiqués are made from as it is that what a painter puts on canvas is also put on houses and automobiles. The words of a poem are not essentially appeals to our understanding that allow us to abstract and generalize the fragments of our perception into ideas. They are, rather, charges of energy that bombard not only the seat of our reason but more importantly our centers of feeling, indeed, our nerves and glands and blood. Which is to say that a poem is not about experience; it *is* experience.

Such a view of language has consequences for the form of a poem. If to read a poem is to experience, if poetry is process, it follows that the appropriate model for the structure of a poem ought to be not the made object but something in the making. And we find that we can more successfully come to terms with the form of most twentieth-century poetry if we bring to bear what we have come to know about form from the study of biology since Darwin, of psychology since Freud, and of the new physics and mathematics and astronomy. Coleridge defined the organic concept of form most precisely and most prophetically more than one hundred and fifty years ago: "Such is the life, such, the form."

Furthermore, both the "what" and the "how" of contemporary poetry bear a telling correspondence to our changed concepts of scientific reality. If Tennyson and Longfellow were able to construct prettily rhymed and metered verse that pleased and assured and edified because their world was purposeful, well-made, and understandable, clearly twentieth-century poets have no similar sanctions for contriving neatly and assuredly and rationally.

"An abyss opens under our feet; inherited convictions, the pre-suppositions of our thoughts . . . drop into the abyss," wrote William Butler Yeats, one poet who in his work dared to face that abyss. What drives the poet today to write what he does and in the form that he does derives from confronting a reality that is in process, that is obscure at best (but more likely terrifying), and at the same time from enduring a recent history of human behavior that scarcely demonstrates any connection between a sophisticated level of civilization and either rationality or goodness. Such a poetry can hardly be pretty and comforting.

We might add one other significant differential between our hypothetical reader's expectation and the existential fact of the poem. Since World War II, Western society at large has felt a driving desire for respite and consolidation after a long cycle of expansion and explosion. The new conservatism is a clear manifestation of such an urge. To be in tune with the prevailing climate, poetry now should be in the middle of a neo-neoclassical phase, as, indeed, a good bit of pre-World War II activity in poetry and criticism seemed to suggest it would be.

Actually, however, the new poetry has defied the political weather and like science has surged remorselessly ahead. As a result, in the second half of the twentieth century, the cleavage between the common reader and the new poet has been and is still widening.

Such a perspective on what is called *objective reality* (which after all does include the human organism) has driven the poet to focus more and more sharply on that which he does his perceiving and feeling and responding with, namely his own psyche: his mind, his emotions, his senses, his nerves.

"We are ourselves both the instrument of discovering and the instrument of definition," wrote Charles Olson. Poetry in our time is urgently concerned with the inner man, with the exploration of the vast landscape and the baffling processes within that interior universe. And this scrutiny has led the poet to discover and reveal that the realm of the self and the working of the imagination have a startling correspondence to what the new science describes as the structure and function of external reality.

In other words, for some, poetry has taken over the role formerly played by myth and religion and philosophy. It has descended so deep into the psychological as to become metaphysical—with the all-important qualification that in contrast to theology and philosophical metaphysics, poetry abhors fixed systems and is by nature progressive, open.

If the extending of the frontiers of our outer universe is accomplished only by means of struggle, and if

this expansion poses difficulty for any who would comprehend the efforts required of the scientist-explorer, why should we expect less struggle in experiencing the work of the poet? Why, if we commit ourselves to such experiencing, should we resent the difficulty? What we might hope to achieve is at least an occasional *integrity*, to pun on the literal meaning of the word, in contrast to the fragmentation and compromise we are otherwise doomed to endure. "Art too," wrote Rilke, "is only a way of living."

Struggle and difficulty? Yes, necessarily. Obscurity? No more than inheres *in rerum natura*. But these have always been the terms of poetry. How simple and straightforward, for example, are the prophecies of Ezekiel to the modern reader who professes a desire to read poetry but explains that he is inhibited by the perversity of poets? How clear, the tragedy of Job? The Apocalypse of John on Patmos? Dante's vision of corresponding inner and outer universes? The purgative sufferings of Lear? The prophetic visions of Blake? The anguish of those heretics of orthodoxy, Gerard Manley Hopkins and Emily Dickinson? Remember, Browning was judged by competent contemporary critics to be impudently and hopelessly incoherent. And, as a matter of fact, if the impediment consists of allusion or occasional shifts into languages other than English, the poets of our day are quite freely accessible compared to Eliot and Pound writing a half century ago. As Randall Jarrell puts it:

> When someone says, "I don't read modern poetry because it's all stuff that nobody on earth can understand," I know enough to be able to answer, though not aloud: "It isn't; and, even if it were, *that's* not the reason you don't read it." . . . the poet seems difficult *because* he is not read, *because* the reader is not accustomed to reading his or any other poetry.

That before our culturally decadent age entire societies loved and read and listened to poetry is a myth. Think for just a moment about the progressive shrinking of literacy as we move backward in time. And when we reach the age of performance and oral transmission, I will wager odds that we will find Anglo-Saxon thanes dozing over their mead around the fire while the scop chants, Greek warriors slumbering upon their hide rugs while the lyrist sings. The appeal of the experience of poetry, I feel certain, has always been limited.

As a matter of fact, I believe that poetry today has a larger proportionate audience than ever before. Each year publishers, not only university and small specialty presses but also major houses, issue a greater number of volumes of new poetry. Not even in the twenties—the supposed heyday of the "little magazine"—were there so many reviews and quarterlies that published serious verse, to say nothing of the magazines devoted exclusively to poetry.

Never before have so many poets offered so many readings in forums and centers and museums in New York and San Francisco, in universities and colleges, in preparatory schools and high schools all across the country. And they have audiences. Indeed, on campus, the visiting poet is often lionized in a way that used to be reserved for film stars and all-American quarterbacks.

What is more, as any perceptive and sympathetic teacher of English can attest, students, in numbers and at a rate that would amaze those who categorize them as only destructive or indifferent, are writing something that is at least poetry-like.

I am thinking not merely of those few students who elect courses in creative writing but of those who in the privacy of their rooms (just as our Puritan ancestors kept journals and diaries of the inner life) try to find images and rhythms that will allow them to probe themselves, to articulate their responses, to penetrate beyond their conscious understanding to a point at which they can feel whole. They do bring some of these efforts to us, their teachers—sheepishly, hopefully, even fearfully. Who knows how often they keep them secret?

As we move into the seventies, the new generation makes up the bulk of those for whom poetry is meaningful. A significant number of them have turned to poetry with something like religious fervor. Involved in their "conversion" is a rejection of a way of living that strikes them as being hypocritical, inhuman, and self-destructive, at worst; at best, simply not satisfying, sick with what Sartre diagnoses as *le nausée*.

In that they crave integrity, in that they desire to realize their own humanity and to allow others to do the same, in that they intend to survive, they see themselves as Matthew Arnold's *Aliens* or *Remnant*, as Melville's *Isolatos*, or as Whitman's *Sacred Idiots*. Many of them try to achieve such integrity by writing poetically themselves; more of them hear the voices of the post-World War II poets as expressions of their own protest and of their search for another way.

Shelley may have been a bad prophet in asserting that "Poets are the unacknowledged legislators of the world," but his ringing sentiment does invite a paraphrase for our time: Poets are the unacknowledged subversives of the world. To a degree that cannot be measured and in ways that are quite intangible, poets, I am convinced, are catalytically responsible for the new generation's aching dissatisfaction with what the world is offering and for their determined effort to create another mode of life.

In my understanding of poetry as protest I am not thinking only of what is obviously protest poetry. Quite clearly, the complaints and celebrations of those poets who are part of the San Francisco Renaissance, like Allen Ginsberg and Lawrence Ferlinghetti, have effectively demonstrated for many young people that a new way of living is possible; the energetic anger of LeRoi Jones has illuminated the subtle slavery of the black man in the twentieth century and has proclaimed that a new emancipation has begun; the blood-guilt songs of a poet like Daniel Berrigan have driven home the awful ease with which civilized man systematically destroys others of his kind and in the process inevitably dehumanizes himself.

If much of the poetry of direct protest suffers from its too exclusive appeal to our political consciousness and if it turns out to be limited by its very timeliness—

as happens to tracts and sermons—at least it is serving the purpose of stirring us where we desperately need to be moved. And at its best, the rhetoric of such poetry becomes itself a more than timely metaphor—as the rhetoric of certain political manifestos and declarations of conscience have undeniably become a part of our literature.

The less obvious and perhaps in the long run more effective kind of protest that poetry in our time makes is implicit, oblique. To choose an unlikely example, the body of work by a poet like Richard Wilbur on first critical examination would seem to belie the force of protest because of its neoclassical form, its comprehensibleness, its quiet control over its own process. But anyone who commits himself to Wilbur's poetry must come to experience a dissatisfaction acute enough to be rebellion with the tyranny of the quotidian: If the carpenter makes a hole in the floor of your comfortable living room, Wilbur's poem compels a descent into the underlife of the house, as surely as Alice takes you with her down the rabbit hole. After the poem, it will never be the same between you and the fabricated wood you nest and protect yourself in.

What Wilbur's poetry does to the routine we seem doomed to endure in an environment we ourselves have worked to devitalize, Robert Lowell's poetry does to an entire culture, a culture that was spawned by the effort to accommodate Protestant orthodoxy and the ethos of acquisition and that has emerged as so soulless and loveless as to be unable to measure its own inhumanity. Lowell's poetry is not merely an indictment of a present that cannot forgive its past, but it is also a search for another way to be.

Although the route it travels is not historical like Lowell's, the same might be said of the poetry of Randall Jarrell, who explores the world of fairy tale and myth; of Theodore Roethke, who penetrates the barrier and digs in the greenness behind our consciousness; of Charles Olson and Robert Duncan, who consideredly abandon time and compose in space; of James Dickey, Galway Kinnell, James Wright, Richard Hugo—to drop the names of only a few impressive contemporaries.

Poetry is not going to transform the world and superinduce the millennium because a small though significant minority of the new generation has been touched by its various forms of protest. Alas, most people will not be released from their spell because they do not want to be. And aesthetic conversions, as well as religious ones, have a way of not enduring. But it will be interesting to watch what happens to those who in their youth were part of a poetic protest in the sixties. I am curious to see—when the collective oppressions that are of their own manufacture and when those of history, biology, and chemistry, over which they have no control, bear weightily upon them—whether the protest was in any way a renascence. How do we calculate how much reorganization of self, how much shifting of values, how much change in life style is necessary to remake institutions?

Certainly the abortions and miscarriages, the malformations and deformities of the human past tell us little. Whatever else the future may be, it is always new. What, for example, may be the role of poetry in the society that is coming when technology and cybernetics cut the labor week to four days, then to three? When the function of our colleges and universities had better be not to provide four or six or seven years of study and training so that entering adolescents can be transformed into adults competent to do, but rather to keep the doer learning and growing over the whole of his lifetime? Must those released from drudgery be narcotized by one or another form of chemical or electronics so that they can be manipulated? Or is it just possible that by means of imaginative and artistic processes they might be encouraged to discover what it means to be human, to learn how to be? As Santayana has written:

> We may measure the degree of happiness and civilisation which any race has attained by the proportion of its energy which is devoted to free and generous pursuits, to . . . the culture of the imagination. For it is in the spontaneous play of his faculties that man finds himself and his happiness. Slavery is the most degrading condition of which he is capable . . . . Play, in this sense, may be our most useful occupation.

All that I have said here is pretty heady and, I hope, hearty stuff. If the teacher of literature can bring himself to agree with my conclusions and thus confront the poetry of his time openly and without inhibition, how can he go on to catalyze his students? Of course he understands that indoctrination is self-defeating. Sometimes gradually, sometimes quickly and shockingly, always with sensitivity to their needs and limitations, he must use poetry itself—the writing, the performing, the give-and-take about—to allow his students to discover that to be they must be poetic.

Specifically and practically, he must encourage the writing of those diary-like private "poems," those imagistic and sometimes rhythmic transactions of the inner life, as well as employing more rigorously prescribed exercises and some study of what can be formalized about the work of published poets. Not many of his students will become poets, but even some of the most inept can find out experimentally something about how a poem comes to be. They can also discover largely unrecognized poetic processes at work within themselves, which for their souls' sakes ought to be exploited.

As far as reading is concerned, the teacher should be venturesome, should never underestimate the nonlogical, even nonliterary appeal of a great deal of poetry. Instead of stopping with Robinson and Frost, he should lead his students bravely though judiciously into Eliot, William Carlos Williams, E. E. Cummings, then on to Roethke and Lowell, Olson and Dickey and Wright. When some of his students find their way to Ginsberg and LeRoi Jones, as they surely will, he should bring this poetry into the classroom, have it read aloud and fought over. A predictable side effect is that things will start to happen to the teacher. Maybe he will even find himself moved by Ezra Pound's "grnnh! rrnnh, pthg." Talk about protest! □

OPINIONS DIFFER

WILLIAM RASPBERRY, *columnist, the* Washington Post.

☐ **"By the time I get there, he will** have gone."

"Time I git dere, he be done gone."

You and I were taught to recognize the first example as good English and the second as bad. According to a growing number of linguists, we were taught wrong.

The two sentences, these linguists tell us, don't represent proper and improper usage; they represent two distinct languages, equally consistent and, in that they communicate meaning, equally valid.

The first is standard American English; the second, the nonstandard English of the black slums. These linguists, who include some of the leading lights at Washington's Center for Applied Linguistics, are attempting to build on the validity of the second as a means of teaching the first.

English teachers don't find it necessary to make a Spanish-speaking child feel that his native language is bad in order to get him to learn English. But when confronting children who speak the native tongue of the black slums, too many of them do precisely that. One unfortunate result, the linguists tell us, is that slum children become ashamed of their language and, therefore, ashamed of themselves.

The child who points to the rose on his teacher's desk and says, "Dere go a flyvuh," will too frequently be told flatly that a rose is a *flower* and that it isn't going anywhere.

Such instruction is more likely to confuse than help. The child knows very well that his meaning would be unmistakable at home; his mother might have put it just the same way. Furthermore, if his efforts at free expression are criticized too often, he may simply shut up and say nothing at all.

And so the teacher dubs him "nonverbal," a typical label for the ghetto child.

Nonverbal, hell! Follow him out the schoolhouse door and listen while his playmate tries to get a word in edgewise.

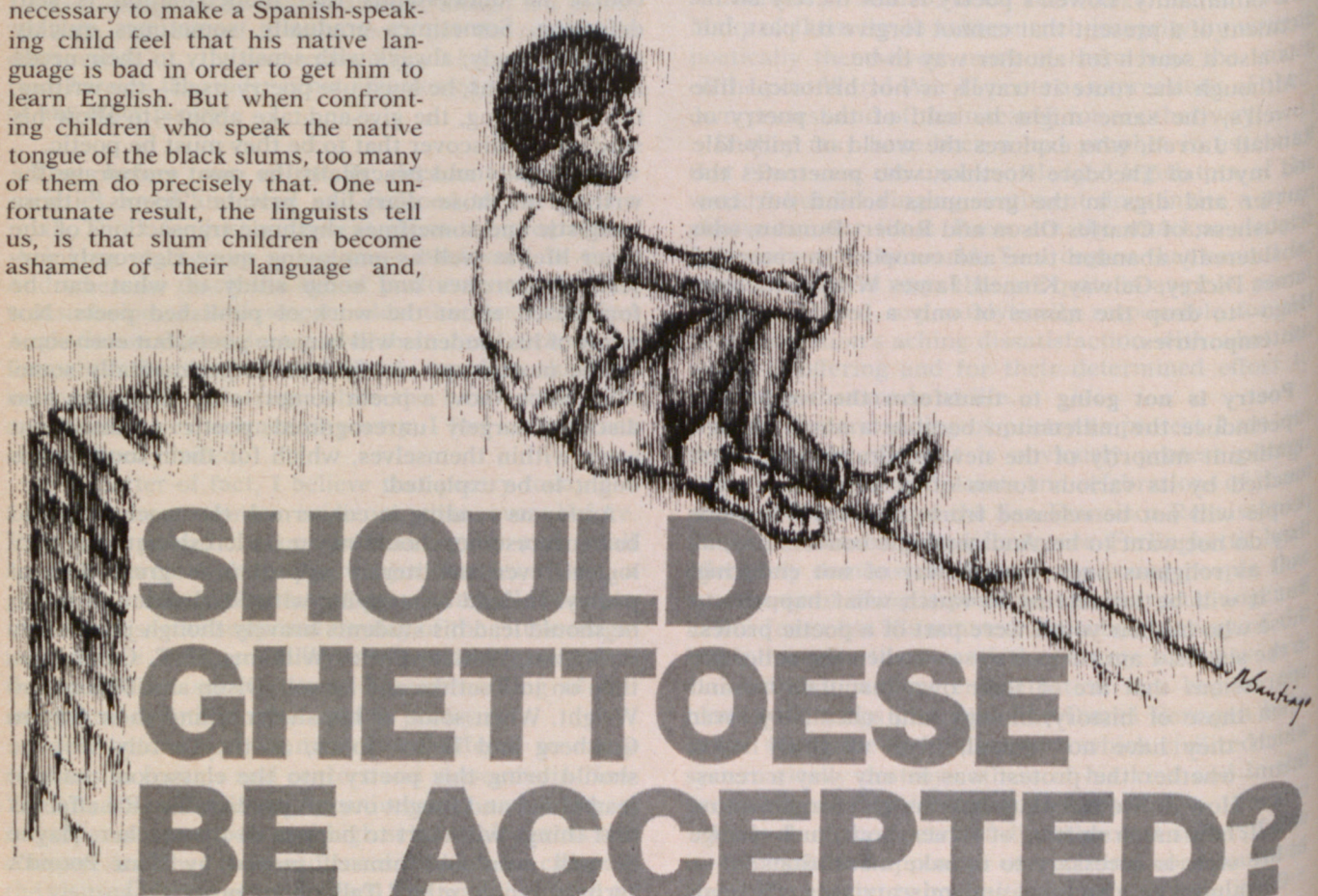
The teacher has made a classical error. He has tried to teach his pupil a new language by condemning the pupil's old one. And the result is that the child shrinks from the teacher, making it very difficult if not impossible for him to teach the pupil anything at all.

Wouldn't it be better, the linguists ask, to accept the validity of the child's native language if that facilitates teaching him a new one?

The answer would be obvious if the child's native tongue were French or Spanish. The difference is that French and Spanish are respected languages *and they don't sound like standard English.* Thus, *voici* and *voilà* aren't wrong; they simply aren't English. Their exact equivalent in ghettoese, "here go" and "dere go" are just close enough to standard English that teachers are tempted to brand them as bad standard English rather than good nonstandard.

Nonstandard English, or ghettoese, it must be admitted, is a lot easier to recognize than to describe. (Try describing *standard* English!)

The linguists emphasize two things about ghettoese: First, it is the language spoken almost universally among low-income black Americans (and understood by almost all black Americans) and second, it is con-



SHOULD GHETTOESE BE ACCEPTED?

sistent in syntax.

Ghettoese is not slang: The latter is little more than a one-for-one substitution of nonstandard words for standard ones. Nor is it simply mispronunciation of standard English words.

"Sue is a boss chick" is slang. Boss is a synonym for "fine" and chick for "girl." But the sentence isn't ghettoese, although something very like it might be heard among ghetto residents.

On the other hand, the statement, "Dat Sue sho a boss chick," is ghettoese—but not solely because of the mispronunciation of "that" and "sure," for "Sue a boss chick" is also ghettoese, although each word may be given the standard pronunciation. It is ghettoese because of the missing "is," a feature common to ghetto speech patterns.

The linguists make another point: Ghettoese is not necessarily less *precise* than standard English. In some instances, it may be more precise than the standard.

Ask a slum child why his father missed last night's meeting, and the answer might be, "He sick." Ask him why his father misses so many meetings, and he might answer, "He be sick." The first describes a temporary illness; the second, a chronic or recurring one. No such distinction exists in standard English. The answer to both questions in standard English would be, "He is sick."

This example seems to be a favorite among the linguists who want standard English taught as a foreign language, which has led me on occasion to refer to them as the he-be-sick school.

This designation suggests, unfairly, that the linguists who have been addressing themselves to the language problems of slum children are of a single mind. Not so. There is something less than unanimity among them even on the notion of teaching standard English as a foreign language.

For some, it is a direct analogy to the teaching of English to a Spanish-speaking child. For others, it means using some of the techniques that are used in the teaching of foreign languages.

It is pointed out, for instance, that one reason middle-class children learn to read more easily than slum children is that the former have to make but a single translation: from print to sound. A slum child, on the other hand, has to make a second translation: from the standard English to his native nonstandard, just as a French-speaking youngster would have to make the additional translation to his native French.

The argument loses a little in light of the fact that translation increasingly is thought of as a rather poor way of teaching foreign languages. Total immersion is the current trend. If you want to learn Russian in a hurry, you might find yourself in a classroom where only Russian is spoken. No tedious translations. You learn to speak Russian because you have to speak Russian to get along in the class.

The method has a lot to recommend it. After all, isn't that how you learned English?

If the total immersion system is an effective way of teaching foreign languages and if our linguist friends want to teach English as a foreign language, then why not total immersion in standard English?

As a matter of fact, that is what almost always happens. Good teachers don't spend their time reminding their pupils that the "flyvuh" isn't going anywhere. They are careful to say, "Here is a flower." They believe that if they say something in standard English distinctly enough and often enough the child will learn to say it that way, too.

That is a very great deal different from translating from nonstandard into standard, which some of the linguists seem to be suggesting.

At least one of them, William A. Stewart, explicitly makes that suggestion. He tells of the time a young "problem reader" from the inner city happened across his ghettoese translation of *The Night Before Christmas:*

It's the night before Christmas, and here in our house

It ain't nothing moving, not even no mouse.

There go we-all stockings, hanging high up off the floor,

So Santa Claus can full them up, if he walk in through our door.

Says Stewart: "Lenora was one of the 'problem readers' of the public schools; she read school texts haltingly, with many mistakes and with little ability to grasp the meaning of what she read. Yet, when she began to read the nonstandard version of the poem, her voice was steady, her word reading [was] accurate, and her sentence intonation was natural. . . .

"This unexpected success in reading so surprised Lenora that she

(*Continued on page* 61)

□ **Obligatory bi-dialectalism for minorities** is only another mode of exploitation, another way of making blacks behave as whites would like them to. It is unnecessary for communication, since the ability to understand other dialects is easily attained, as the black child shows when she translates her teacher's prissy white model *"his* hat" into *"he* hat." Its psychological consequences are likely to be nervous affectation, self-distrust, dislike for everyone not equally afflicted with the itch to get ahead, and eventual frustration by the discovery that the reward for so much suffering is intolerably small. At best the altered student will get a somewhat better job and will move up a few places in the rat race of the underlings. At worst he will be cut off from other blacks, still not accepted among whites, and economically be no better off than he was before.

White teachers should hope, then, that their black students will be recalcitrant, so that bi-dialectalism as a unilateral condition for employment can be forgotten. It would make better sense, if pedagogues insist on living in a fantasy world, to require whites to speak black English in their dealings with blacks, since the whites have more advantages than the blacks and consider themselves more intelligent; or perhaps we should be hardheadedly consistent in our brutalities and try to eradicate the vices which really do enrage employers—like intellectual questioning, or the suspicion that ours is not the best of possible worlds.

—**James Sledd** *in "Bi-Dialectalism: The Linguistics of White Supremacy,"* English Journal, *December 1969.*

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JAMES L. HYMES, JR., *consultant in early childhood education, Carmel Valley, California.*

☐ **We say we want programs for young children, but** why do we want them? What do we expect them to accomplish? What will the children gain from them? How will having such programs help all the rest of us? Narrow answers to these questions too often lead us to little efforts—and in the wrong directions.

Why nursery schools and kindergartens? Too quickly the answer comes: "To prepare children for the first grade." But if the children are in nursery schools or kindergartens, nursery school or kindergarten *is* the first grade. And the fourth or fifth year of life is as worthy as the sixth year of life. There is no need for "prep" schools, no need for boot camps, certainly no need at this early stage in life to give up today for the sake of tomorrow.

"Preparing children for the first grade" is not a reason. First grade teachers have the same job every teacher faces: to work with the children who come, to work with them as they are. Each grouping has its children and each, its job to do. But preparation—breaking them in, getting them ready, softening them up—is not the job of any one grade. It's not the job of first grade to get them ready for second grade, not the job of kindergarten to get them ready for the first, not the job of nursery school to get them ready for kindergarten. This is a needless, dead-end, and even an indecent way of thinking about any year of life.

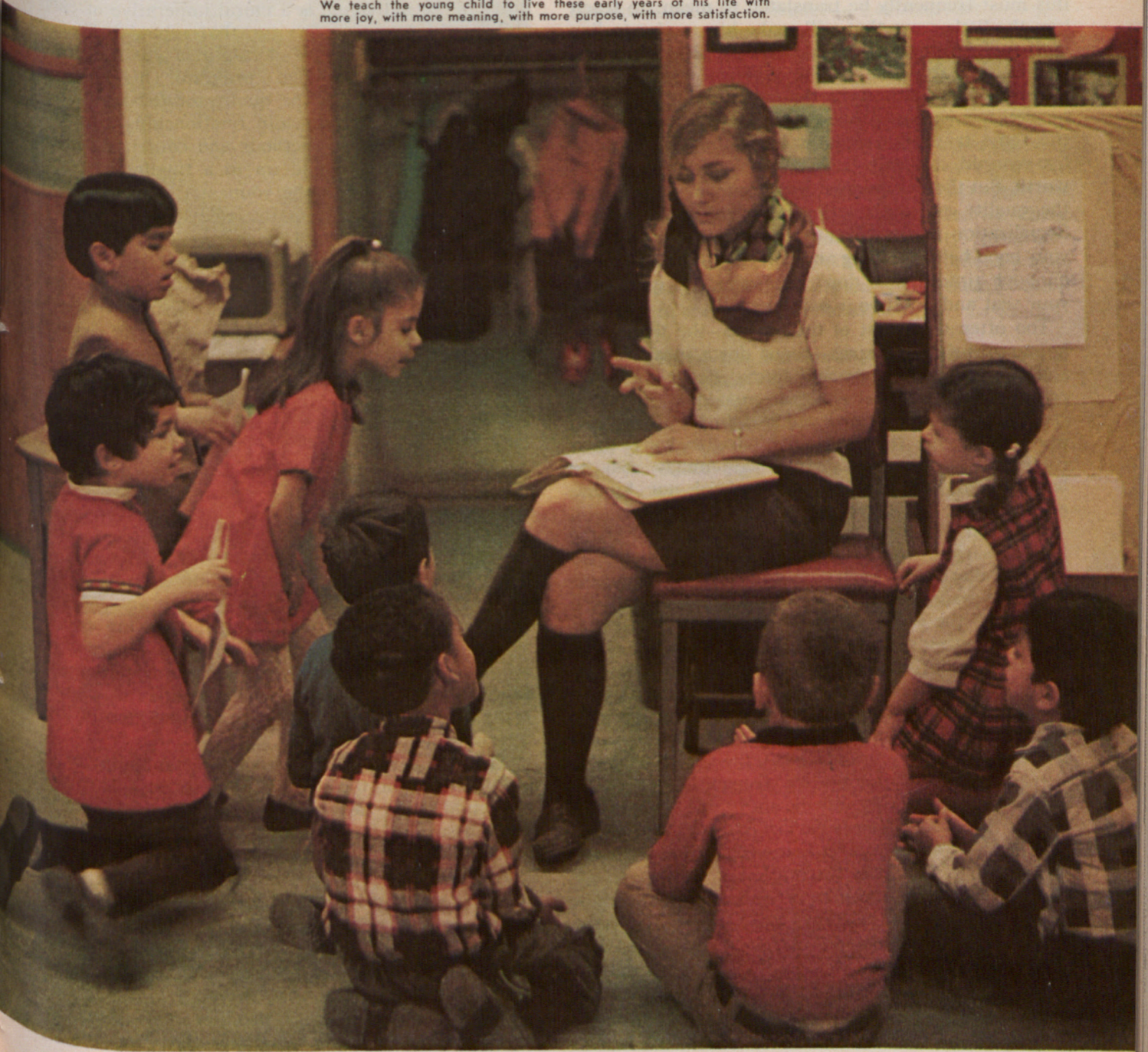
Why early childhood programs? Too quickly the

answer comes: "To teach reading readiness." But if the program is worth its salt, it isn't teaching reading *readiness*—it is teaching reading! It is teaching as much reading as every individual child is ready for, and it is teaching that reading in ways appropriate for that child's development. It is teaching more than reading. It is teaching science—not science "readiness." And it is teaching mathematics and art and music and the social studies. It is teaching all the fields of human knowledge, as every school of general education must, in ways that will make these fields of knowledge important and real and meaningful and useful to its students.

To isolate one area of human experience—reading—and make it the kingpin is to turn the early childhood program away from general, humane, liberal arts education and to change these early years of life into narrow, limited, technical "trade schools" for young children. To distort this one area of human experience into some utterly artificial, pseudo area of knowledge, "reading readiness," is to open the door to insipid workbooks—anti-intellectual in their content, adult-dominated in their method, narrow and barren in their yield.

Learning to read is a continuous process. All children start on this process long before they come to kindergarten, long before they come to nursery school. The language the child speaks is a part of this process. The solid knowledge he has is a part of this process. The skills he develops in reading are a part of this process. The development of his powers of observation is a part of it, as are his careful listening, his

We teach the young child to live these early years of his life with more joy, with more meaning, with more purpose, with more satisfaction.



attention to detail, and his interest in ideas.

No child ever learns to read in the first grade; he only learns his first-grade's worth. He learns more about reading (and more about science and mathematics and the humanities and the social studies) in the fourth grade and junior high and high school and college. No child starts life in nursery school or kindergarten, nor does his readiness start there. Each year—in its own way, functionally, appropriately—capitalizes on all the readiness the child has at the time so that he makes the greatest progress he can at the time—and always, if it is general education and not a trade school, in all the fields of human learning, not in one field, isolated and set apart.

Why nursery school or kindergarten? Too quickly the answer comes: "To socialize the child." Sadly this must frequently be translated to mean: to teach him the little ways that will make him easier to live with in first grade. A true, sound, healthy socialization is probably one of the greatest needs of the human race. If this were the actual goal, one could quarrel less with it, although one would have to stress the same truth that applies to reading: A four- or five-year-old can only learn a four- or five-year-old's worth. But there is no great new humane concern with the quality and satisfaction of our living together. Socialization means "first grade socialization": Raise your hand before talking and don't talk too loud, walk on your tiptoes and don't ever run, sit quietly in your seat and mind your own business.

Too often the worst of first grade—the living that is inappropriate for sixes—seeps down most quickly and is imposed on fives and fours: *Be obedient. Be conforming. Don't feel emotion and don't show it if you do. Follow the crowd and stay in line.* These are unworthy goals. If sixes really have to learn these rules to get along, they are frighteningly easy to learn. Clearly, neither nursery school nor kindergarten has to be given over to the likes of this.

But even a broader, more thoughtful concept of the kind of socialization humans need today is not in itself the reason for early programs. Productive, constructive socialization may be one of the goals—it cannot be the *only* goal. A good nursery or kindergarten program seeks to promote the maximum social development of each child. It equally seeks to promote his physical development, his intellectual development, his emotional maturity. It is not designed to deal with one separate slice of the human: the cognitive slice, the physical slice, the social slice. The good nursery or kindergarten recognizes the wholeness of human beings and the inevitable, inescapable integration in human behavior of all facets of the person: his knowledge, his feelings about himself and about others, his body, his brain, and his heart.

A good nursery or kindergarten is a school. Because it seeks to promote the child's maximum total development through the school's special province—learning—its job is the same as the job of all schools: to teach.

We have programs for young children because fours and fives are fully ready to learn if we will but have the wisdom and the sensitivity to adjust the ways of teaching to fit them. But no good school is concerned with learning for learning's sake. Nor are the liberal arts or the 3 R's or however one wants to categorize human knowledge ends in themselves. We work through learning; we work through knowledge. These are our particular approaches, but the goals of early childhood education—the ultimate reason why we use these approaches—are something more.

We teach the young child to live these early years of his life with more joy, with more meaning, with more purpose, with more satisfaction. We have these programs so that the individual youngster can function with more freedom and ease and zest—being true to himself, using his powers, being his best. Responsibility to the individual is a moral imperative of early childhood education. The joy that school brings to the child's life, the sense of fulfillment, is the prime standard by which to judge a program. This one basic goal sets the pace for the quality of the adult-child relationship, of child-to-child relationships, of space and materials, and of methods and content. If these relationships do not add up to a tingling sense of vigorous living within the youngster, a fundamental point has been lost, no matter what other gains may seem to show up on any tests.

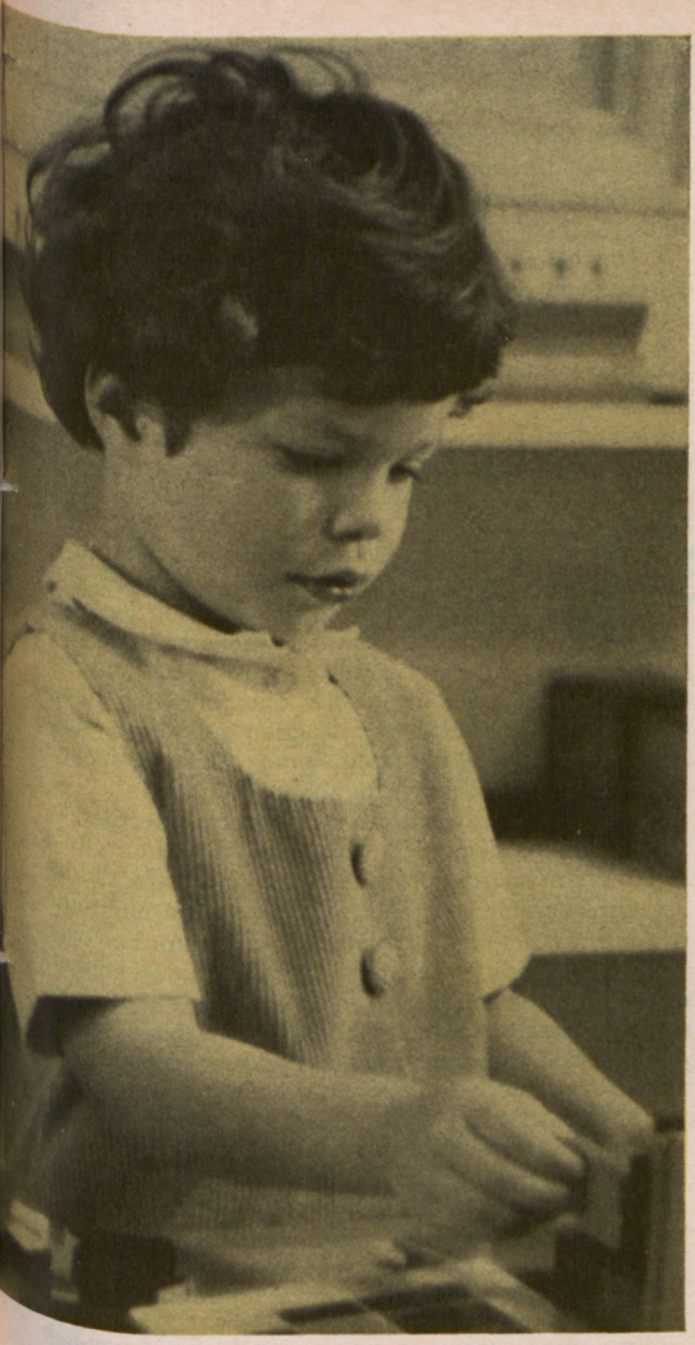
But schools—nurseries and kindergartens—are not for the individual alone. Schools are society's insurance policy. We rely on them to ensure that our world will become an ever better place. As we seek to cultivate and nurture the best quality of the child's living *now*, at this moment in his life, we must simultaneously seek to build those human qualities that will continue to make the child good for all of us to live with.

Although we cannot spell out all that we must treasure and nurture and rebuild in each new generation if our living together is to become mutually supportive rather than destructive, we can certainly agree on at least the start of a list of those humans whose qualities we prize: people who know and value freedom; those who have a heart and who are generous and caring in their relationships; knowing people, wise, informed, curious, in love with the wonder of the world and enchanted with solving its mysteries; people who are individualists, who are different, who are a joy to know and work and live with because of their special ways.

The second major goal from the standpoint of the rest of us—from the standpoint of society—is to have the child begin to breathe in the air of the best of human society, the healthiest form of human association that a teacher's finest dreams can devise.

A nursery or kindergarten is a child's little world, his first step out into the wider world. It is a school of general education where children learn their year's worth of all the forms of human knowledge, but they learn it in a setting and in a way and through relationships and to the end that they are moved a little toward those qualities of the human on which the good life itself depends. □

Adapted from "The Goals of Kindergarten Education," a chapter in *Kindergarten Education*, published by the American Association of Elementary-Kindergarten-Nursery Educators, (1968. 72 pp. $2. Stock No. 281-08844).



Early Childhood Education

The Scene Then & Now

MARGARET LAY, *chairman, Department of Elementary Education, Syracuse (New York) University.*

□ **Those who received their training in the field of** early childhood education during the fifties must at times shake their heads in dismay over the rapidity with which the avant-garde practices of those days have become labeled *traditional.* They occasionally even find themselves viewed derisively as "warm puppyish" by some who consider themselves the avant-garde of today.

In the "olden days" of the fifties, the nursery school was rather universally expected to provide a child-size world in which home experiences were supplemented by opportunities to work and play with peers in a relatively unstructured atmosphere. Learning was considered to be the natural concomitant of the development of positive attitudes in a setting that provided toys, manipulative materials, expressive media, and extensive opportunities for social interaction and exploration.

The child's own powers of self-selection were said to provide an optimal learning environment as long as the school provided numerous choices and no adult tried to manipulate the direction of the child's inherent strivings. Nursery school teachers gave repeated anecdotal evidence of how effective these "permissive" and "child-centered activity" programs were for individual children. There was indeed a near consensus as to what constituted appropriate teaching behavior in the early childhood field.

During the sixties, a series of events and educational trends significantly disrupted the previous consensus about early childhood education. First came the ideas popularized by Bruner—that the structural dimensions of any subject discipline were basically similar at all levels and that appropriate perspectives gained at early levels would facilitate later functioning in these disciplines. Some reexamination of the "play world" of nursery school resulted from the accompanying view that children cannot discover the basic principles of each discipline for themselves without the minimal requirement of an environment in which appropriate discoveries would occur.

A second influence came with the realization among educators that the "intelligence" that they had considered to be an inborn constant was being theoretically and empirically described as depending largely upon the child's early experience. As a result, educators rushed to structure environments experimentally to enhance early learning.

Foundation and federal funding during the sixties spurred an unprecedented expansion of programs for the young child, tremendously intensifying the debate about what was appropriate experience for him. The funding came unexpectedly to most educators, and far too few early childhood specialists were available to advise these programs. In addition, Head Start was meant to compensate for severe lacks in the home experiences rather than to provide an enriching supplement. This created a substantially new situation

that demanded new perspectives on early childhood education.

In the spring of 1965, people from all backgrounds became involved in setting up Head Start programs under community action agencies. Professionals from the related fields of elementary education, psychology, sociology, health, and others became immediately involved in advising and evaluating the new programs. Their commitment was not necessarily to permissive, play-oriented programs. In fact, some of the innovators from outside the early education field constructed programs of intensive direct instruction and began referring to previous nursery programs as "traditional." At this point a complete about-face had occurred regarding what was *new* and what was *traditional*—and all within the space of a few years.

Diversity is the keynote in early childhood education today. Many current programs have specific and highly varied aims, such as to develop academic readiness, attentional processes, good work habits and categorization skills; to improve or standardize language usage; to train for logical thinking; to teach phonics and/or reading; to increase positive self-identification; and to enhance achievement motivation. Practices, equipment, characteristics of program personnel, and program settings are also quite varied.

Clearly, this is an age of questioning and "trying." From some sources comes the fear that for young children trying may indeed be very trying. Some even express fears that children are being robbed of their childhood because of adult overeagerness to demonstrate early learning.

It is worth noting, however, that few of the publicized "prototypic" programs for the young children that have specifically focused on cognitive learning have simply taken existent elementary school materials and practices and used them earlier. Instead, they have employed special techniques—highly active games, manipulative equipment, diversity of media, low pupil-teacher ratios, varieties of teaching strategies. (If all the furor over new programs for early learning has misguided some teachers into acting toward three- and four-year-olds—or even younger—as though they were in the traditionally conceived first grade class, some children may well have suffered as a result.)

Many educators continue to insist that a rich environment with opportunity for the child to explore, to play, to interact with his peers with a minimum of adult-imposed structure results in optimal development of all kinds. These persons point out that even though the research to date seems to support the effectiveness of direct instruction for precise cognitive goals, whether or not gains are long-term is in doubt. And we have little evidence about other broader aspects of development.

We need to obtain final answers to these arguments. We should not do so by means of global comparisons of one kind of representative program with another but rather through comparisons of a gamut of programs from which we have gathered and analyzed, in relation to a variety of outcomes for children, data on such questions as the following:

- To what extent does the program indicate when certain kinds of behavior are considered appropriate?
- How much variety in terms of equipment, settings, peers, and teachers does a child encounter?
- What allowance is made for diversity in behavior and progress?
- To what extent does the program environment encourage and respond to child initiations and explorations?
- To what extent are experiences presented in a logical sequence and simplified with the child in mind?

This kind of specific research would have greater effectiveness in restoring consensus than the studies more usually undertaken of contrasting total programs.

Until we have clearer research evidence and some kind of consensus among professionals on how various parts of the program affect various kinds of development, we will have to continue implementing programs according to carefully considered hunches about what is most desirable. The following items exemplify the level of abstraction at which such hunches might well be stated. Some educators (including this writer) would favor these conditions:

- A regular daily pattern of program offerings, of snack, rest, outdoor play, story, and so on, but with a minimum of coercion to participate in these activities
- Considerable space and/or time with a minimum of adult restriction on exploratory and motor behavior
- Diverse use of space to provide the greatest amount of freedom for children to move from one kind of in-school setting to another—that is, from expressive and divergent play space to organized and convergent work space, from active group interaction to quiet individual activity
- A variety of materials and equipment that (a) provide opportunity for manipulation and experimentation, (b) offer multisensory experiences, (c) are "responsive" in that the child receives some information as to the effectiveness of his actions, and (d) can be used by the child with a minimum of adult assistance
- Frequent adult verbal interaction with individual children about their ongoing activities that will include relevant comparisons between current encounters and prior experiences
- A gradual increase, not only in kinds of equipment and materials but also in the number of adults and peers the child encounters
- Specialized programs (direct instruction, special facilities, simplified and/or sequenced encounters) for children with diagnosed developmental deficiencies, with a very small group of children for each adult.

Although early childhood educators would be unlikely to reach a consensus on the value of the above conditions as opposed to others, clarification of areas of agreement/disagreement on dimensions such as these would seem to provide a basis for understanding and communication. We need these today in the field of nursery and kindergarten education. □

Some Questions & Answers

ROBERT GILSTRAP, *executive secretary and director of publications, American Association of Elementary-Kindergarten-Nursery Educators (E/K/N/E), an NEA national affiliate; with assistance from* **ELEANOR L. DOUTHAT,** *junior primary first year consultant, Richmond, Virginia, public schools; and* **ANNETTE GUENTHER,** *language arts and early childhood education consultant, Bucks County public schools, Doylestown, Pennsylvania.*

☐ **Each day the mail room at NEA Center receives** dozens of letters from educators across the nation seeking information about programs for young children. Since E/K/N/E is the NEA affiliate most directly concerned with nursery and kindergarten education, most of these letters arrive in our offices.

The letters, which beg for immediate answers, reveal a concern over the many different points of view being expressed today in the field of early childhood education and ask for some practical assistance in getting programs under way. A majority of the letters are from public school educators who are about to initiate kindergarten programs, but many are from those who seek information about nursery schools as well. Others come from those eager to evaluate programs that already exist in their schools.

Naturally we are pleased to see such interest in early childhood education and to know that educators look to the NEA and its affiliates for leadership and service in this field. Simple answers will not suffice for most requests for information. As the previous articles in this special section have pointed out, however, the development of programs for young children requires a careful examination of goals and a sensitive look at the children to be involved in the program. There are several basic questions, however, that are asked so frequently that we would like to share these with you along with abbreviated answers from leading professionals in the field. All responses are based on publications of the NEA and its affiliated organizations. [A listing of the publications on which the authors have drawn is available on request. See "Journal Extras" on page 64.]

What is the difference between kindergarten and nursery school? The kindergarten is the oldest and best-known educational service for young children. Kindergartens usually serve the five-year-old, but some centers accept four-year-olds. The program caters to the mental, emotional, physical, and social needs of the child and includes an abundance of indoor and outdoor opportunities for experiences in the various areas of the curriculum.

Nursery schools have developed to meet the educational needs of children too young for kindergarten. Most nursery schools include four-year-olds as well as three-year-olds, and in some instances, two-year-olds. From the beginning, nursery schools have had an educational program and have not been content with custodial care. Because nursery schools gear their expectations, their physical facilities, and their schedules to the child, the adjustments he has to make are reasonable for his level of development.

Should all four- and five-year-olds be in publicly supported programs? Early education is advisable for all children, not just for those who need to offset disadvantages in their background. By the age of four, children are ready for a planned fostering of their development, and educators know some of the ways to foster it through school programs. Early education has long been available to the well-to-do, and governments are now acting on the need to make it available to some of the poor. This is commendable, but the middle group should have the same opportunities.

What should be taught? The nursery and kindergarten curriculum today is undergoing careful and often critical scrutiny and appraisal. Recognizing the importance of the early years, especially in the lives of culturally disadvantaged children, some educators have made proposals for radical changes in the program. Experimentation is going on in mathematics, reading, science, and social studies. Goodlad describes the current reform movement as an updating of content, a reorganization of subject matter, and some fresh approaches to methodology.

The goal of the nursery and kindergarten curriculum, like that of all schools, is to teach in all the fields of human knowledge: the sciences, mathematics, humanities, social sciences, health, and physical education. A kindergarten has a "liberal arts curriculum," but it teaches in a young child's style.

What should be the preparation of the teacher of young children? The teacher of young children needs

to be professionally prepared for work with them. Neither a knowledge of techniques appropriate for older children nor a knowledge of the natural progression of childhood is adequate. Assistant teachers also need training—not so extensive as that of the teacher, but enough to allow them to fill their roles capably. The rapid developments taking place in early childhood education create the need for a well-designed program of in-service education for elementary teachers.

How do young children learn best? Play is, and must be recognized as, the basic way in which young children learn, explore, and test ideas. The most effective learning for them involves manipulation and self-involvement in playlike situations. Play is serious business, and children work hard at it. Direct teaching also has an important place in the learning activities of young children. For short periods, and for individuals and small groups, nothing can more effectively bring about significant learning than a well-conceived, direct teaching experience.

To date, no research indicates a single "best" method or approach to teaching children. Research does suggest, however, that young children can make gains in many areas when working with sensitive teachers who understand how they learn.

What equipment and materials are recommended for the nursery school and kindergarten? The selection of equipment and materials for both indoor and outdoor activities needs careful attention. Equipment should be safe, stable, colorful, attractive, and suitable for individual and group activity. For a list of appropriate equipment and materials, write E/K/N/E at the NEA Center.

What is the recommended teacher-pupil ratio? The effect of group size on the behavior of children is significant. For example, if children are to grow in self-direction, wise use of materials, and cooperative behavior, groups must be small enough to make this possible. Nursery school groups should be smaller than those of kindergarten, and with fewer children per teacher. In a good learning situation for the kindergarten-age child, the pupil-teacher ratio does not exceed 20 children to 1 teacher, plus auxiliary helpers.

Should the classrooms be a part of the elementary school? The center for young children should be within easy walking distance for most families or provide for safe delivery of the children by private or public transportation. There are distinct advantages in having nursery schools and kindergartens housed within the elementary school complex that serves the local neighborhood.

How large should the classroom be? A program for young children should include sufficient space to allow for free movement: At least 50 square feet of indoor space per child and twice that much outdoor space is generally recommended.

What should a well-balanced schedule include? A well-balanced program for young children includes: (a) time for both quiet and active experiences both indoor and outdoor, (b) opportunities for child-selected as well as teacher-determined activities, (c) opportunities for individual and group activities, (d) flexibility of scheduling so that children may stay with activities that interest them or move on to other activities when their interest wanes. For kindergartens, E/K/N/E recommends a full-day program, three to five hours, with one teacher (assisted by a teacher aide and with resource people on call) responsible for one group of children in a classroom shared with no other class. This is recommended so that kindergarten children will benefit from a balanced program coordinated by teachers who are not overloaded with teaching double sessions.

How should parents be involved in programs for young children? Respect and understanding between the teachers and parents enhance a successful program for young children. To promote a good school-home relationship, the teacher needs to have real dialogue with parents about the curriculum and the child's development. She must develop new ways of finding out the parents' concerns and feelings about the school. Teachers who share educational issues with parents instead of giving them educational pat answers and techniques develop the most constructive school contacts. These teachers seriously share with parents some of the ideas they are testing in the classroom. They help parents see that there is no "one way" in education, but carefully designed trial-and-error programing interspersed with reliable but not immutable approaches. In other words, the parent-teacher encounters can help parents view the school as a center of inquiry. They have to understand the school's goals in order to be a critically constructive force in education.

Are all young children ready for nursery or kindergarten? Educators have become increasingly aware that the rate of learning during the relatively unplanned preschool years may well surpass that of the later, more highly organized years of school life. The major foundations for what the child will be expected to learn during the school years have most certainly been started by the time he enters nursery or kindergarten. The teacher's responsibility is to assess the quality of each pupil's emerging foundations, so that any needed shoring up can be done as early as possible and so that the first year of school life will strengthen rather than undermine a still vulnerable psychological structure. Most children are ready for nursery and kindergarten experiences. The question is whether the programs will be flexible enough to accept each child's particular pattern of growth and development.

Do programs for four- and five-year-olds guarantee later school success? Numerous studies have compared the achievement in first grade of children who attended kindergarten with the achievement of those who did not. While some of the studies are inconclusive, much of the research favors children with kindergarten experience. In areas of social and personality development, the research shows the positive social and emotional effects of good early education. Having all young children in school affords the opportunity to screen for physical, emotional, and behavioral difficulties and to begin needed treatment early. □

Influence on the Elementary School

HELEN HEFFERNAN, *formerly chief of the Bureau of Elementary Education in the California State Department of Education.*

□ **The policy of making the kindergarten an integral** part of the elementary school is gradually gaining nationwide acceptance. A mountain of evidence has accumulated to prove the importance of the early years of life for all kinds of learning—cognitive, affective, and psychomotor. Benjamin Bloom's statement that "about 17 percent of growth [in educational achievement] takes place between ages 4 and 6" has been reinforced by recent experience and further experiments in the educability of young children. No defensible doubt can remain today about the responsibility of society to exploit fully the young child's capacity to learn.

The decade ahead should witness great progress on how each child's general learning pattern can best be developed, what curricular experiences are most conducive to further learning, and who can participate most effectively in the young child's adventures in learning.

Although the social trend is toward adding a year or more of schooling prior to the traditional first grade, a less publicized but equally significant trend is toward recognition of the important role of parents, the home, and the community in the education of young children. If home-community language is deficient, the child comes to school seriously handicapped. If the parents have not introduced the young child to some of the complexities of his social environment and some of the wonders of his natural environment, he comes to school lacking the basic concepts essential to make reading meaningful. If parents have not read to a child or told him stories, have not sung to him, or encouraged him to participate in household activities, he comes to school lacking many of the skills of his more fortunate age mates.

Any examination of the organization of the educational program because of the added year or years is superficial if it does not include plans to provide opportunity for parents and prospective parents to learn about child-rearing practices conducive to optimal development and about their appropriate roles as the first teachers of their children. Part of the nursery school, kindergarten, or primary teacher's time might well be assigned to helping parents learn to become full partners with the school in the education of their children.

The extension of education downward confronts the school with the necessity of providing continuity and progression in the educational program. Children need to recognize an orderly sequence of experiences in which each new experience builds on previous ones and enriches and enhances their lives. All education of children should include this feeling of progression —a dynamic forward movement toward new goals. Progression involves the excitement of living through achievement in learning and through meeting new challenges that the child is capable of dealing with successfully after a reasonable expenditure of time and effort.

To provide for continuity, those entrusted with making policy decisions for a school system or for other programs should reconsider their goals for the education of children. Various age spans that seem appropriate for the particular school system may be defined. Ages five to eight, ages three or four to eight may be right

for programs beginning at the specific lower ages. Other programs may include an age span from birth through age eight, particularly in communities where coordination of health, social welfare, and education services has been achieved or is feasible. Considering the entire life period to adolescence as a unit, other communities may wish no artificial divisions into early and later childhood education.

Each year is important in the life of a human being. The year the child is actually living is the most important one for him. School should provide the opportunity for him to live that particular year to the fullest. If the school provides a richly stimulating environment in terms of the child's developmental needs and encourages his free exploration of the environment with the guidance of thoroughly qualified teachers, then he will make progress in every behavior for which he is ready. This is true not only for the year (or years) of education added at early levels; but for the years that follow.

A year spent in a well-designed nursery or kindergarten program will produce development that should make subsequent learning easier for the child and reduce the pressure and tension that lead to school failure. The goals the school system sets and teacher guidance that leads to their realization will produce measurable results. The kindergarten year is marked for many children by improved physical and mental health, increased emotional control, improved psychomotor skills, self-identification, ability to work and play with other children, ability to follow a regular pattern of activities, increased fluency and facility in the use of language, increased understanding of the physical and social environment, and ability to use a wide variety of materials and equipment.

What changes, then, should the addition of the kindergarten year make in the elementary school curriculum? For each year of the child's education the goals are essentially the same. Schools strive to help each child to—

- Protect, maintain, and improve his physical and mental health and his social and emotional adjustment.
- Increase his ability to get along successfully with other people.
- Expand his understanding of his natural and scientific environment.
- Increase his skills of effective communication.
- Increase his ability to use mathematical concepts, symbols, and processes.
- Expand his knowledge and appreciation of the arts—music, art, literature, drama, the dance.
- Expand his ability and desire to express himself creatively.

Each year the teacher will work with each child to enable him to achieve a full year's growth in regard to these goals. He will recognize and treat each child as a unique person. He will not compare one child's achievement with that of any other. He will not judge the child in terms of academic goals that are unrealistic for him. He will not be made a victim of so-called grade standards that ignore what is now well known about individual variation.

Whenever the school makes basic organizational changes, such as the addition, in this instance, of the kindergarten year, every elementary teacher should participate in an analysis and discussion of what the change means to the present structure.

Teachers will find that the broad objectives are identical at all levels of childhood but the *means* to achieve these ends are determined by the maturity of the children as they progress year after year through the educational program. The major difference lies in equipment and materials used. Charts based on the children's firsthand experiences may be highly satisfactory for the six-year-old, while delightful little books on life in different communities in the world reveal new horizons for the eight-year-old, and a wide range of reading materials on primitive life proves intriguing to the ten-year-old. A map of the neighborhood showing the home of each five-year-old introduces a new concept of spatial relations. Eight-year-olds find that making a map of their own community is fascinating, while the 11-year-olds need an excellent world map on which to locate the current events in the increasingly complex world in which each is eager to find his place.

The teacher will decide that steady progression in music experiences is highly desirable and that each year should mean additions to the children's repertoire of songs they can sing and music they can appreciate and enjoy. Similarly, as children mature, the teacher will supplement or replace the art materials they have been using with more sophisticated material. The goal, however, remains the same at each level—to release the creativity of children.

Although many materials used in school have a wide appeal to children of all ages, teachers may decide that continuity and progression will result from some agreement within the school or school system concerning *when* to use certain stories, poems, songs, pictures, science experiences, social studies activities, or study trips. Such an agreement on materials and experiences that seem particularly suitable for each level of development leaves some material fresh for each group as they proceed through the school. The richness of resources in all these activities is almost limitless, and so every child can be stimulated by new and delightful materials at each age level. These are the kinds of agreements conducive to good human relations among any group of adults responsible for the education of the children of a community.

The addition of a year or two to the education of children calls for a reexamination of the elementary school because every year will be affected. To many, modifying practice is painful, but a new organization is a challenge to question our curriculum, the effectiveness of our methods, the influence of our human relations. The advent of the kindergarten could well be the occasion to initiate long-needed change and to cultivate a sensitive awareness of every child, his home, his neighborhood, his unmet needs. □

INSTITUTIONAL REFORM

MARIO D. FANTINI, *program officer, public education, the Ford Foundation.*

□ **If we are to profit from the educational experience** of the 60's and not repeat some costly errors, we must develop a new set of guiding assumptions for the 70's and beyond. The educational activities of the 60's were developed largely as reactions to crash programs dealing with the poor—those classified as disadvantaged. An early assumption of the 60's had to do with the nature of the educational problem. The use of such terms as *culturally deprived* and *culturally disadvantaged* implied something was wrong with the learner, not with the school and its educational process. Such a diagnosis led to programs of compensatory education, designed to rehabilitate the disadvantaged learner to fit the existing school.

Later in the 60's, reports from the field suggested that the results of compensatory education programs were not encouraging and that the schools were not meeting and—without restructuring—could not meet the challenge of universal public education.

Today's young people demand schools that are relevant to their lives. Minority-group parents are asking for schools that guarantee for their children equality of educational performance. Business and industry need schools that provide the educational preparation necessary for a service-oriented economy. The makers of national policy look to the schools to fill the manpower needs of an advanced technological society.

In recent decades, we have asked schools to grapple with our monumental social problems: poverty, alienation, delinquency, and racism. Schools have become central to our national defense and to the frenetic growth of the great society. We have asked schools to educate everyone and, simultaneously, to develop the maximum potential of the individual child.

In short, while we have imposed qualitative demands on our schools at a *geometric* rate, we have provided them with the means to respond at only a simple *arithmetic* rate. Consequently, American educational institutions are incapable of meeting a series of complicated, though certainly legitimate, criteria. We are expecting an educational system rooted in the nineteenth century to solve twentieth- and twenty-first century problems. This irreconcilable discrepancy has resulted in disconnectedness, alienation, loss of confidence, and the inevitable retaliation of students, parents, business, and industry, as well as increased concern among government officials.

It is inaccurate and deluding to attribute this discrepancy to any one group, whether administrators, supervisors, teachers, students, parents, or communities. The problem is with the institution not with the individuals whom it controls and determines. It is unfortunate that these parties, who are involved in a common struggle, have been diverted by conflict among themselves. Their disagreements squander their energy—energy which could be mobilized to generate the power necessary for institutional renovation.

Confronted with institutional obsolescence, the schools have reacted by adding to a base structure of education forged in an earlier century such programs as vocational training, special education, adult education, and compensatory education. The demands, however, do not call for additional layers on the old structure, but for a new conception of education—one which is functionally coordinated with the concerns and aspirations of the various publics.

Modern education should be tied to the needs of society, of groups, and of individuals, and to the encompassing growth and development of all of these. An obsolete educational institution handicaps *all* learners, teachers, administrators, communities, and the larger societies. Thus, we are all disadvantaged.

We are expecting the schools to accomplish a mission for which they are virtually unequipped. For professionals trying to respond to the challenge, the results have been enormously frustrating. Schoolmen have felt isolated, misunderstood, and often betrayed.

This is one in a series of JOURNAL articles on SCHOOLS FOR THE 70'S, a project of the NEA Center for the Study of Instruction. The project—like its predecessor, SCHOOLS FOR THE 60'S—speaks to the profession on significant issues facing the educational community. Dr. Fantini's article discusses a number of issues about which many readers may find themselves either in disagreement or in opposition. They are, however, issues which large numbers of educators will almost certainly have to make decisions about in the coming decade.

In their efforts to meet expectations, educators have had to deal with the reality of available resources and with the constraints of existing organizations. To compound these factors, those farthest from the learner have been making decisions about his nature and needs; hierarchy and bureaucracy have severely limited the development of sound pedagogical procedures. The established institutional operations are paralyzing not only for the learner but for the practitioner as well.

As urban America becomes a way of life, the tremendous diversity of a concentrated population presents additional complications. To some city dwellers, diversity seems an exciting possibility for enrichment and expansion of one's own perceptions and experiences. These individuals welcome diversity, but a greater number of people perceive it as a threat. The typical city, therefore, contains distinct ethnic and racial ghettoes.

The urban school has traditionally considered itself the great homogenizer. It has embraced hordes of diverse populations and has absorbed them into the mainstream of middle-class life. Over the years, it has enabled the Irish, the Poles, and the Jews to be assimilated rather painlessly into life in the United States. The 1960's, however, have seen a philosophical revolution among "the unmeltable blacks," and ethnic awareness has become a popular theme among the young—both black and white.

We are just beginning to accept and acknowledge the fact that racism exists among highly educated groups and their institutions. Many of our automatic responses have been colonial in their implication and ultimately harmful to the growth and development of all children. In 1937, for example, the *Standard American Encyclopedia* (now known as the *Universal World Reference Encyclopedia*) published this statement: "Apaches: They were long the scourges of the frontier and resisted obstinately every attempt to civilize them." This statement is still found in the latest edition, which appeared in 1958.

The existing school is overwhelmingly unprepared to allow for diversity. Where, after all, does the standard curriculum come from? Perhaps a few teachers and a supervisor of a particular subject area form a committee to determine a valuable course of study for everyone. This handful of individuals, chosen from thousands in a large school system, and coming from four or five out of hundreds of schools, meet regularly to determine, say, the seventh or eighth grade social studies "course of study."

After sessions of discussion, this far-from-representative group proposes social studies activities for each and every seventh or eighth grade classroom in the city. They lay out the proposed material in standardized form; suggest objectives, content outlines, activities, resources; and allot time for each division. The central administration delivers final approval and the package goes to press. Each teacher in the appropriate grade receives what is customarily a handsomely designed document, and this becomes the official system-wide curriculum for that year.

Contrary to all we have learned about human behavior, individual differences, various abilities, learning styles, and interests, this package is an official proclamation that every child in the same grade will learn the same thing at once, and in the same time span. Of course, the administrative policy and ultimate classroom activities are rarely identical. Nevertheless, the document generates sufficient pressure to make teachers feel anxious about how much of the material they are "covering."

Who has not heard the familiar sound of "I simply must get to 1890 before the end of the term!" And 1890, much less 1960, is frequently left unfinished. Think of our own school experiences: Pilgrims, Pilgrims, Pilgrims, Pilgrims, Colonists, and, with luck, the American Revolution. Few teachers ever went further than the Civil War during an entire year. World War I, the Depression, World War II, and the postwar era were book sections that we flipped through on our own—sometimes during *another* class period devoted to Colonial America.

In a pluralistic society, diversity is an important value that our educational institutions should express. In the existing institution, however, curriculum is geared to uniformity rather than to diversity. There is *one* way of doing things. The students must be respectful and orderly in a classroom, adhere to the rules of American standardized English, and take the same tests. The total educational system has been ponderous and unresponsive to the growing aspirations of those who use the schools—both consumer (students, parents) and practitioner (teacher, administrator).

What happens when schools fail to serve the consumers adequately? Some consumers may seek other options—private schools, for example. Some may continue to play the game. Many others, however, are demanding change and reform through direct participation. In our urban schools, participation is presently taking the forms of decentralization and community control.

Decentralization does not refer to *administrative* decentralization, which is established practice in many large school districts, but to *political* decentralization (governance). The latter creates a new relationship between the community and the public schools in which there is a basic redistribution of authority and responsibility.

Under political decentralization in big city systems, for example, parents and community residents share some decisions but not others with a central school board. The same is true with the superintendent of schools, with the teachers and/or supervisors association, and so on.

Decentralization can mean a *federation of local school boards*, each with a limited authority over part of the total school system. Under this scheme, there would be a citywide school system with a central school authority that could have final veto power over most decisions that local boards might make or that

(*Continued on page* 60)

CLASSROOM INCIDENT

This is another in a JOURNAL *series presenting the handling of a troublesome classroom incident by a teacher and analyses by consultants whose training and experience may enable them to contribute illuminating insights.*

□ **In eight years of teaching, I had** come to think of myself as a pretty good social studies teacher. Then I encountered one ninth grade history class that left me frustrated and baffled. This high ability group caused no discipline problems and did their assignments punctiliously. From the first, though, something was missing. The class was so apathetic toward the subject matter, toward each other, and toward me that I felt as though I were dealing with 30 robots instead of teaching 30 smart teen-agers.

Eager for this class to learn American history rather than just memorize it, I tried every means I knew—skits, debates, court trials, bulletin boards, movies—to make history come alive. Nothing worked. The youngsters paid attention and followed directions, but they never questioned, never argued, never wondered. Nothing struck a spark.

Deciding that perhaps some subtle personality conflict between me and the class was keeping them from turning on, I had my student teacher take over. She was one of the best of the 15 student teachers assigned to our school. I thought she might be able to kindle interest where I had failed. After about ten days, however, she complained to me, "I have a feeling I'm not getting anyplace. I can't wake these kids up."

We taught as a team for the rest of the term, but our paired efforts proved no more successful than our solo performances had been. Something was wrong, surely. But what? Still nagged by the unanswered question, I have submitted this nonincident with the request that some outstanding teachers be asked to make suggestions and comments.

Consultants' Comments

Having once had a class similar to the one described and having been similarly frustrated, I'm tempted to suggest that it would have been better for the teacher's sanity if she had treated the class as it appeared to wish, in a highly conventional fashion. Such an answer will not be satisfactory to this eager teacher, however, so some attack on the problem is required.

Since the teacher did not understand the dynamics of the class, sociometric analysis was in order as a first step. If she had drawn a sociogram identifying the sociometric "stars," she could have planned small-group work, seating arrangements, and leadership roles on the basis of the sociometric analysis. From further analysis of individual "stars," their past records, interests, norms, and values, she might have gained clues that would prove useful in planning activities involving the class. A knowledge of group structure and process helps a teacher to influence the learning process.

This teacher's story gives me the impression that the class could afford to be intellectually lazy because the teacher was doing all the work and providing all the creative ideas. Why should the class try to outdo a teacher who provides such great activities and ideas? Why try to improve on something that is already great? Perhaps the teacher should have gone on strike herself and forced the class to plan its own work and activities.

—**Richard P. Abell,** *social studies teacher, Walt Whitman High School, Bethesda, Maryland.*

This teacher had a rough time. She is used to taking all the credit for her good classes, so now she has to assume all the blame for this lemon. She does not realize that the teaching-learning process calls for cooperation, which includes sharing both failure and success with the class.

The teacher experimented on the class with different techniques and personalities, but she did not make them partners and get the help that only they could give. What she lacked was a cooperative, inquiry-oriented method of instruction which expands a student's role into that of a semi-autonomous learner who is just as concerned as she is with setting up meaningful activities.

The teacher might bring a similar class to life by proceeding as follows: (a) Confront the class with a dramatic picture. (b) Have them speculate in small, self-chosen groups about its meaning. (c) List the speculations on the board. (d) Discuss the list and identify with the kids a common concern they all have. (e) Plan with the class a large number of small inquiry projects through which they might investigate this common concern. (f) Let each student choose and carry out one of these activities. (g) Plan a concluding activity (like writing a newspaper or setting up a scene for role playing) to which each student can contribute what he has learned. (h) Have the whole class hold a critique to make their product more authentic as judged from what each child learned in his inquiry. (i) Discuss disagreements, conclusions, and principles, and plan the next activity with the class.

In the foregoing situation, note that the children: speculate, formulate, and tell *their* ideas and feelings about the picture; help identify *their* common concern; help plan inquiries that make sense to *them*; take responsibility for *their* own work; help communicate *their* findings in the final activity; and help identify activities worthwhile for *them* to undertake next.

With all this help from the class, how could our teacher miss?

—**Herbert A. Thelen,** *professor of education, University of Chicago.*

FOR YOUR INFORMATION

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NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 223-9400.

1970 NEA Convention: June 30-July 6, San Francisco.

American Education Week—October 25-31, 1970. Theme: Shape Schools for the 70's.

NEA membership, May 31, 1969: 1,014,414.

NEA officers and headquarters staff: See NEA HANDBOOK pages 8-13; and inside back cover. NEA resolutions: HANDBOOK, pages 64-83.

NEA divisions, special projects, commissions, council, committees: HANDBOOK, pages 92-160.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 161-214.

NEA dues: Active Membership $15 a year. Associate Membership $15. Life or Associate Life Membership $300 cash or $33 a year for 10 years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $7.50 a year.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, pages 403-405.

NEA ... as Close as Your Phone

RICHARD COURTNEY

In order to present a revealing glimpse of the inner workings of the NEA at the local level as it comes to grips with a variety of teachers' problems, TODAY'S EDUCATION *sent a writer to follow one of NEA's regional directors for a single day. His report may help explain how NEA has helped you in the past or give you new ideas about what the NEA can do for you in your times of need.*

□ **A sudden roar of approval from 1,300 striking teachers** punctuated the speech the dynamic and attractive woman was making to them in an abandoned supermarket in Jersey City, New Jersey. Although she was speaking on Washington's Birthday, Helen Bain, president-elect of the NEA, had not aroused her audience with the platitudes customarily heard on that holiday.

Mrs. Bain told them that the NEA—in response to the request of their local association—had voted to help defray legal expenses occasioned by the strike and to underwrite the cost of interest-free loans for the teachers themselves. The strike, then in its third week, had been called with great reluctance only after the Jersey City Board of Education had summarily rejected both the teachers' recommendations for improving the quality of education and their request for a salary increase of $1,800. The Board had offered a mere $100 increase and had compounded the insult by refusing to negotiate the issues.

"This kind of support from NEA is the shot of morale the teachers need to remain united and fight for reforms long overdue," Rudy Lawton commented when the cheering subsided. Lawton is director of the NEA's East Coast Regional Office, which serves 150,000 members in New York, Pennsylvania, New Jersey, and Delaware. (The NEA has 11 regional offices staffed by people skilled and ready to help teachers contend with all kinds of professional problems. For a list of the offices, their addresses, and phone numbers, write to the NEA Division of Field Services.)

After the mass meeting had ended on a rousing note of solidarity, Lawton escorted Mrs. Bain to a session with local and state officials to review the situation. Then he briefed her on thorny questions that would be thrown at her at a press conference.

When the press conference had successfully concluded, Lawton drove Mrs. Bain to the airport, grabbed a hasty hamburger, and returned to his office in Trenton to tackle a mound of paper work, and to phone a report of the day's activities to Gary Watts, the assistant executive secretary for field services, who awaited the call at his home in Washington.

When Lawton reached home at 11:30 P.M., he found urgent messages to return two phone calls as soon as possible the next day, so he set his alarm clock an hour earlier than usual in order to comply.

His first return call was to a lawyer who wanted to discuss the next move in a teacher's grievance case, before leaving for a day in court. The other call was to an official of the Delaware State Education Association, who asked the assistance of the regional office in negotiating a long-term contract early in March. After listening to some of the major provisions of the contract, Lawton said that either he or Robert St. Germaine, his field representative, would attend the negotiation meetings twice a week and provide guidance until a satisfactory agreement had been reached.

At 9 A.M., Lawton is in his office bleakly contemplating the stack of mail that has accumulated over the long holiday weekend. He receives a phone call from a New Jersey teacher complaining that he has not received notice of the NEA's tax-deferred annuity plan. When it develops that the teacher has forgotten to renew his membership, Lawton tells his secretary to send the man an application and literature on NEA's comprehensive insurance program.

No sooner has he hung up, than he gets another call. A local association in Pennsylvania wants a speaker from NEA headquarters to discuss a curriculum for a course in black studies. Lawton dictates a letter forwarding the request and encloses some local background material that will be useful to the speaker.

Lawton asks St. Germaine to come in from the adjoining office. He says, "The president of the local

association at Middletown, New Jersey, has asked us to conduct a public relations workshop there on Friday. He also wants us to discuss political action on the grass-roots level, so we've got to figure that the meeting will keep us there until 10 P.M." He smiles apologetically. "I hate to mess up a bachelor's weekend, but . . ."

"That's all right. I know it's important," St. Germaine cuts in.

It is, indeed. Public relations workshops are a new NEA program designed to inform a community of the educational philosophy and practicality behind teachers' recommendations. Experience has shown that when civic groups and newspapers support such progressive measures as curriculum changes, new evaluation procedures, or criteria for promotion, school boards are less likely to say they are not negotiable issues. In addition, the workshops help involve teachers in problems that concern the profession.

As St. Germaine leaves the room, Lawton receives another phone call—this one from a New York member of the NEA's Board of Directors. The national organization is launching a new program to promote membership in state and local associations. Can Lawton implement the program by conducting a meeting on Long Island in April? He marks the date on his calendar.

During the next hour, Lawton plows through his mail and dictates perhaps a dozen letters. They embrace a range of subjects that call for the combined talents of a lawyer, a diplomat, an insurance counselor, and an expert in school administration.

Suddenly the office is strangely silent. The phones have stopped their insistent clamor. "It must be lunchtime," Lawton says. "Let's wait a few minutes, though, before we go out. This is when the teachers can get out of the classroom to call me about their problems." The phone rings on cue. A tearful young teacher reports that her principal will not renew her contract if she continues to let her kindergarten pupils address her by her first name. Upset by the principal's ultimatum, she asks how she can file a grievance.

"I know you're angry, but don't take such a drastic step right away," Lawton urges. He consults his calendar. "I'll be in your district next Wednesday and will see you then. In the meantime, consider whether the relationships between pupils and teachers in the higher grades might be damaged if your kids call those teachers by their first names. The principal may have something like that in mind. Is this issue really important enough for you to make waves?"

Lawton sighs as he hangs up. "The NEA always stands ready to support a teacher," he says, "but we need all the facts before we bring the power of teachers everywhere to bear on a local situation. In this case, has she already complained to her local or state association? Is she a member of NEA? Is she a good teacher? (Perhaps the principal has another—and valid—reason for terminating her appointment and is trying to soften the blow.) How do the rest of the staff feel about pupils' calling them by their first names?"

He takes a file, fully six inches thick, from a cabinet. "Here's another example of the NEA in action. It has spent more than a thousand dollars on legal fees, staff expenses, and phone bills on behalf of an experienced teacher who was told she was being dropped after three years in a school. The board refused to give a reason for her dismissal and refused to let her see her personnel file. We retained a lawyer, who obtained the file. It showed she had been rated a 'good' teacher every year.

"After a full investigation, we presented her case to a tripartite community panel. The panel ruled that the board had to give specific reasons for her dismissal. The board is now reviewing the ruling. If it refuses to comply, we may have to go to court to protect her tenure, which is vital to her (as to every teacher).

"Well, no more phone calls at the moment, I guess. I'm going to dash out for lunch before my clients start paging me again."

Returning to his office after eating, he finds two phone messages asking for information on political action clinics sponsored by the NEA. The requests underscore a change in teachers' attitudes toward the role of education in coping with social problems. Teachers are increasingly aware that they can pull a good deal of weight in their communities and influence legislation by participating actively in local political parties. Some teachers have taken the next step and are candidates for local boards.

More calls come in while Lawton and St. Germaine go through files gathering material that will help the local affiliates prepare for the Political Action Clinic. One is from a teacher worried that his NEA life insurance policy has lapsed because of a clerical error. (Lawton says he'll look into the matter.) Another is from a teacher studying for her master's degree who wants a bibliography on international peace organizations. Lawton refers her to someone at NEA headquarters who can fill her request.

He comments, "I'm glad to respond to individual requests. A great deal of our time goes to group problems, however. From October through March, this office is involved in a dozen major negotiations at the same time for groups of teachers. Every situation is different, so we have to analyze each one from all angles while sharing with the local organizations the NEA's experience in professional negotiation around the country. We always try to poll the members to determine which demands should get top priority. And the members themselves actually write the proposals they present the school board."

The secretary deposits a bulky envelope on the desk. It is a copy of the proposed contract that a Pennsylvania local has sent Lawton for review and comment. He puts it in his briefcase for study at home that night.

Has this been a typical day?

He shrugs. "There's no such thing in the life of a field man. There's always some problem, if not a crisis, and I've got to be there to help. When I can't do something myself, then my function, as I see it, is to be the channel through which a teacher with a problem can obtain the help of NEA's vast national resources." □

SPECIAL FEATURE: YOUTH WELFARE ACTIVITIES

A survey of youth welfare activities of the NEA and its departments, national affiliates, and associated organizations, and of the state associations.

☐ **Rock, pot, beards, sex, protest,** violence, student rights, and student power. Today almost everyone is concerned about the welfare of youth—teachers, parents, administrators, school boards, citizens, and, most of all, young people themselves.

The welfare of children and youth is what education is all about. To provide young people with the necessary knowledge and skills to make their living and use their leisure in constructive and satisfying ways, to help them learn to work with others, to prepare them for adult roles as citizens and parents—these are the basic purposes for which schools and teachers exist. Since the advancement of education is one of the two stated goals of the organized teaching profession, almost all programs of NEA and its affiliates contribute at least indirectly to youth welfare.

Such activities as state and federal legislative programs, investigations of school conditions in different communities, negotiations with local school boards, and efforts to secure improved financing of schools and higher standards of professional qualifications for school personnel all have as their ultimate purpose better education for the nation's children and youth.

But today this is not enough. To many disenchanted young people and some critical older observers, education appears to be a matter of doing something—and not necessarily a good thing—*to* children

and youth. A growing demand has arisen that something be done *for* them.

What is the organized teaching profession doing specifically *for* the welfare of the nation's youth?

When a concerned NEA Board of Directors raised this question, the committee appointed to look into it, assisted by the NEA Research Division and the National Council of State Education Associations, returned with the answer—"Lots!" Investigation revealed 42 NEA divisions, committees, commissions, special projects, departments, national affiliates, and associated organizations, as well as 31 affiliated state education associations, engaged in various types of youth welfare activities. This special feature describes some of these activities.

Health and Safety

Health instruction is a primary concern of the American Association for Health, Physical Education, and Recreation (AAHPER), which undertook the development of guides for teaching about the health problems of today's school-age children, including accidents, hazardous environmental conditions, inadequate teen-age diets, mental and emotional problems, and smoking. Important concepts for student learning experiences were identified.

One aspect of health education that has attracted much attention recently is sex education. The Joint Committee on Health Problems in Education of the NEA and the American Medical Association has devoted a series of publications to this topic. *Sex Education in Schools*, a joint production of the National School Public Relations Association (NSPRA) and AAHPER, offers information and advice about establishing sex education programs.

Another topic of current importance is drug abuse, to which a number of NEA units and affiliated organizations have given attention. A major effort has been a pilot Drug Abuse Project, jointly sponsored by AAHPER and the National Science Teachers Association (NSTA), out of which has come a source book on drug abuse for teachers and administrators.

Training for school health personnel and other educators regarding smoking and health has been the objective of AAHPER's Leadership Development Project on Smoking and Health, undertaken in cooperation with the National Clearinghouse on Smoking and Health of the U.S. Public Health Service.

A built-in hazard of modern life is the increasing number of automobiles on the highway. The National Student Traffic Safety Program, sponsored by NEA's National Commission on Safety Education, is designed to focus the attention of young people on the need for traffic safety. This cocurricular activity for junior and senior high school students is supported by a handbook on traffic safety, suggested activities for student groups, a program of annual awards, and an annual conference.

More than half of the state education associations responding to a survey by the National Council of State Education Associations (NCSEA) reported activities related to the health and safety of youth. Sex education, drug abuse, and health education were the areas of activity most frequently mentioned.

Social Development

The dissatisfaction of young people with contemporary society and the unrest of students concern many professional organizations. A number of NEA groups have sponsored programs on student unrest, among them the Association of Classroom Teachers (ACT), the NEA Center for Human Relations, the Secondary Education Council of the Association for Supervision and Curriculum Development (ASCD), and the American Association for Higher Education, as well as some state education associations. The National Association of Secondary School Principals (NASSP) conducted a survey on student protest in 1968-69 and has produced a filmstrip on student and administrator responses to questions on student unrest. NSPRA reported the where and why of high school student protest in *High School Student Unrest*.

Student unrest has helped to focus attention on the responsibility of schools for meeting the human needs of their students. "Humanizing" the schools has been the theme of conferences and publications of the ASCD's Secondary Education Council and the National Association of Elementary School Principals.

Closely related to student unrest is the question of student rights. The Center for Human Relations has sponsored conferences on student rights, including the celebration of International Human Rights Day in 1968, cosponsored with the NEA Committee on International Relations, and a conference on academic freedom, cosponsored with a chapter of the American Civil Liberties Union. The Commission on Humanism of ASCD is conducting workshops on student rights and responsibilities. Every year the NEA Research Division publishes *Pupil's Day in Court*, a summary of court cases involving school pupils.

Special problems in the social development of young people to which NEA has devoted attention are juvenile delinquency and school dropouts. A special project on juvenile delinquency, undertaken more than 10 years ago—and still regarded as the definitive study in this area—formulated both theoretical and practical statements on what the schools can do about delinquency.

A special project dealing with school dropouts was probably responsible for calling national attention to this problem through publications, consultations, and workshops. In addition, the Research Division has published a comprehensive summary of research on dropouts.

A direct response to the dropout problem is represented by Project Interchange, conducted by the NEA Division of Adult Education Service in cooperation with the Job Corps Division of the Office of Economic Opportunity. This project is designed to give public school teachers experience with Job Corps teaching methods and materials appropriate for use in public school programs geared to prevent or reduce dropouts. A number of state associations are also engaged in activities relating to dropouts.

Preparation of young people for the responsibilities of citizenship and family life are among the objec-

tives of the NEA Committee on Citizenship and the Home Economics Education Association. The latter organization produces a variety of publications on such topics as consumer finance, parenthood, and other aspects of home and family life. The Citizenship Committee produces literature directed to students and provides opportunities for young people to take part in political clinics, where they learn about the processes of democracy.

Student participation in discussions of questions that concern them is an important avenue to improving the relations of young people with the schools and with society. Student participation in school planning is exemplified by programs of the NEA Center for the Study of Instruction (CSI). CSI's program of publications, "Schools for the 70's and Beyond," is incorporating the results of meetings with students, while CSI's "Field Studies" provide opportunities for students to work together with teachers on planning better instructional programs.

Students may also participate in school governance through student councils in their schools. The National Association of Student Councils (NASC), sponsored by NASSP, assists 10,000 student councils throughout the country and abroad by publishing literature and holding leadership training conferences.

A number of groups have sponsored student participation in the discussion of current social questions. The Joint Committee of the NEA and National Congress of Parents and Teachers has sponsored youth-adult discussions of such topics as the Vietnam War, drug abuse, sex education, lowering the voting age to 18, and the hippies. A recent conference on student unrest, sponsored by the NEA Center for Human Relations and the Community Relations Service of the U.S. Department of Justice, brought together students from selected high schools, as well as parents, teachers, administrators, city officials, and police.

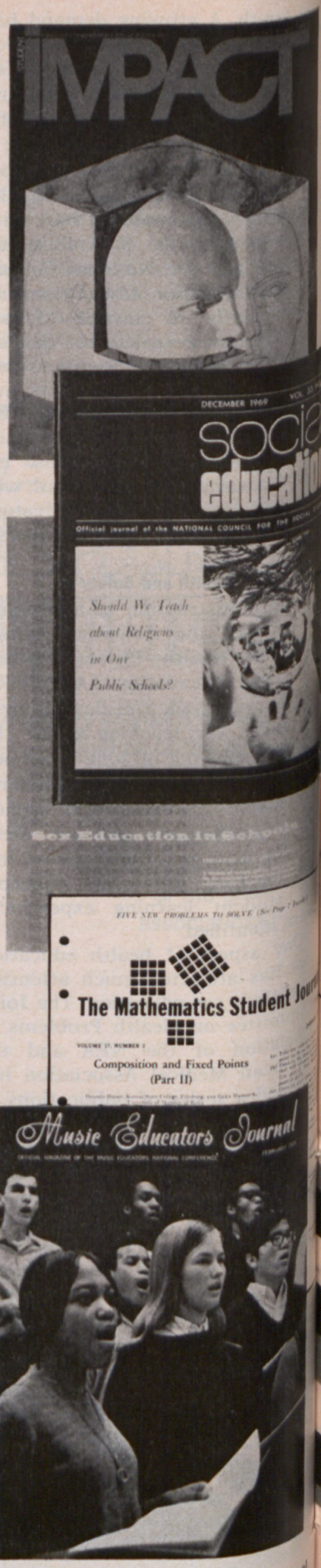
A major effort to involve young people more thoroughly in the conduct of national affairs is Project 18, organized to implement the NEA and Student NEA resolutions of 1968 in support of lowering the voting age to 18. The Project serves as an information clearinghouse and consulting service for campaigns to lower the voting age and works closely with the Youth Franchise Coalition, an organization formed under NEA leadership to unite youth groups supporting voting rights for 18-year-olds.

Youth Programs

NEA and a number of its affiliated special-interest associations sponsor organizations or activities specifically for young people. These programs give students opportunities to explore possible careers, plan and prepare for careers, engage in community service, pursue special interests, and develop knowledge and skills for work and recreation in later life.

NEA's youth organizations are the Future Teachers of America (FTA), for junior and senior high school students, and the Student NEA (SNEA), for students enrolled in college or university teacher-education programs. FTA provides secondary school students interested in teaching as a career with opportunities to engage in realistic career exploration experiences, take part in educational activities that assist in gaining an understanding of the significance of teaching and the role of education in society, and participate as legitimate members of their educational community in making education increasingly relevant to their needs. These activities imply an action program in every FTA chapter, which requires increased dialogue and cooperation between the local association and the FTA chapter.

SNEA is designed specificially for students preparing to enter the teaching profession and focuses primarily on preservice education. Its periodical, *Student Impact*, serves as a forum for students to discuss and debate issues confronting education today. Special projects undertaken by SNEA reflect current concerns of students. Among these are three regional projects dealing with student rights, teacher education curriculum, and volunteers in educational community service. Another recent project involved working with teacher-education students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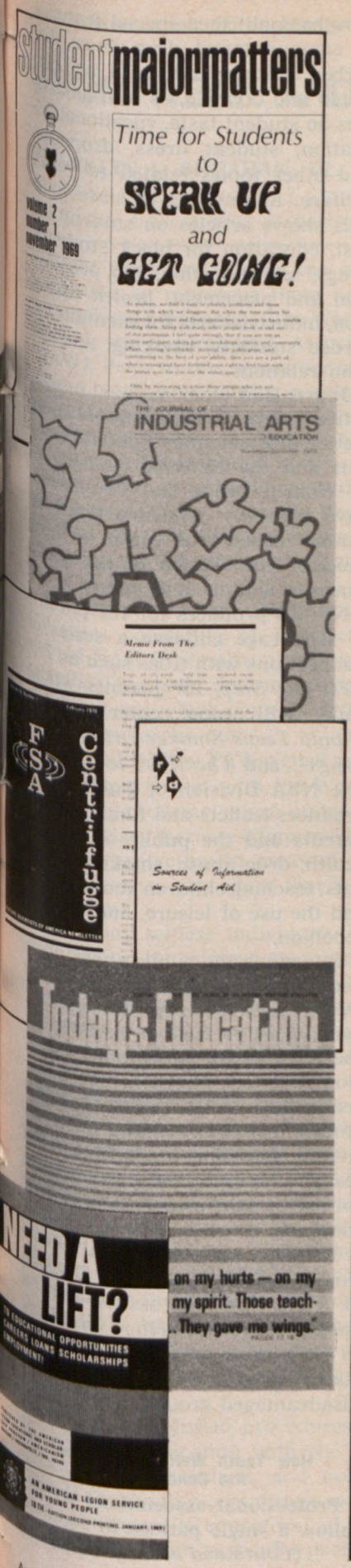
Composition and Fixed Points (Part II)
Music Educators Journal



in the South to help both blacks and whites to prepare for teaching in integrated schools.

State education associations work with FTA and SNEA groups in their states and engage in other career guidance activities for young people.

High school and college students interested in art, music, business, industrial arts, mathematics, and science have the opportunity to take part in student groups sponsored by professional organizations in these fields. The Council for Exceptional Children (CEC) and AAHPER also sponsor student organizations. Membership in the National Council for the Social Studies is open to students at a reduced rate.

A number of associations publish journals, newspapers, or newsletters specifically for students, for example—*AIASA Scene,* published by the American Industrial Arts Association for industrial arts students in high schools; the *Mathematics Student Journal,* published by the National Council of Teachers of Mathematics (NCTM); *Centrifuge,* NSTA's newsletter for science clubs; and AAHPER's *Student Major Matters* for health education, physical education, and recreation majors. Some journals prepared for the adult membership regularly include a feature for students, as in the *Journal of Industrial Arts Education,* or contributions by student writers, as in *Social Education.*

Activities of student groups receive support and guidance from the national organizations, which also arrange special nationwide programs for young people. The National Art Education Association with the American National Red Cross cosponsors the International School Art Program, which encourages the donation of student art work to hospitals and arranges for the national exhibition and international exchange of student works. NCTM sponsors the National High School Mathematics Contest and national and regional project exhibits. Youth Science Congresses, sponsored by NSTA, bring together selected high school students for programs which include lectures, laboratory visits, and oral reports of student research for evaluation by fellow students, scientists, and science teachers. NSTA is responsible for the official U.S. delegation to the International Youth Science Fortnight, an international conference for science students that takes place in London each summer, and arranges for a European tour for American student participants. Another student activity designed to promote international understanding is NASC's program of student council tours of Europe.

The NASSP-sponsored National Honor Society, which for more than 40 years has given recognition to secondary school students of high character and ability, awards scholarships to more than 200 students with limited financial resources to enable them to continue their education after high school. Other scholarships, financed by private businesses, are awarded by AAHPER to high school seniors planning to enter the fields of health education, physical education, and recreation.

Several NEA units provide information on scholarships for students. *Need A Lift?* a publication on educational opportunities, careers, loans, scholarships, and employment, is produced by the American Legion and distributed by the Joint Committee of the NEA and American Legion. The NEA Research Division publishes *Sources of Information on Student Aid* to assist students seeking financial support for further education.

Career planning and preparation in specific fields are a concern of special-interest organizations. In addition to promoting career-oriented activities through student clubs, a number of groups produce and distribute career-guidance literature. Other career-preparation activities are represented by a committee project of the American Association of School Librarians (AASL) on student library assistants, and a Student Intern Program recently established by AAHPER to give students experience in the structure and function of the national association.

Besides helping students to prepare for specific careers, professional organizations, through their influence on both curricular and extracurricular activities, assist in educating students for later-life

recreational activities and cultural enjoyment. Two such activities are the Lifetime Sports Education Project and the Outdoor Education Project of AAHPER. In another area, instruction in a skill of lifetime usefulness is encouraged by AASL, which has a committee devoted to instruction in the use of libraries.

For many students, fields such as art and music represent an "outside" interest rather than a professional career. Professional organizations of educators in these specialties lead the way in encouraging and developing the interest of young people in the arts. Activities such as the Youth Music Institute, recently sponsored by the Music Educators National Conference in cooperation with the University of Wisconsin and the U.S. Office of Education, exemplify responsiveness to the special interests of young people.

Serving Special Needs

Special problems arise in providing for the welfare of youth who belong to ethnic minorities, live in economically disadvantaged communities, or have disabling handicaps. Here are some things that professional organizations of NEA are doing to meet these needs:

- ACT assisted in planning the structure, program, and preparation of staff and in designing a relevant curriculum for BUILD, a model school in the Buffalo, New York, black ghetto. ACT also worked with a group of black students in a sensitivity training program at Lincoln University in Pennsylvania.
- The *Music Educators Journal* devoted its January 1970 issue to the theme, "Facing the Music in Urban Education."
- NASSP is conducting a study of secondary education in the nation's 45 largest cities to determine how city school systems can maintain academic standards, prepare students for adult roles after graduation, and retain the kinds of students who at present drop out of school without graduating.
- In another program NASSP is working in cooperation with the Bureau of Indian Affairs to improve education for American-Indian children through such activities as the exchange of students, teachers, and administrators between Indian and non-Indian schools.
- A recent conference of the National Council for the Social Studies focused on black ghetto students, Indian children, and Spanish-speaking students.
- Regional conferences of the Center for Human Relations have been devoted to "Equal Educational Opportunity for the Children of Appalachia" and "The Spanish-Speaking Child in the Schools of the Southwest."
- The Division of Educational Technology has conducted projects and published materials on the use of media in educating culturally different children.
- The Rural Education Association works with agricultural, migrant, American Indian, and other disadvantaged groups.
- CEC is concerned with the education of all exceptional children, both gifted and handicapped. Current CEC projects include: operation of the ERIC (the U.S. Office of Education's Educational Resources Information Center) Clearinghouse on Exceptional Children, interpretation of research on exceptional children for practical classroom application, a study of state legislation related to the handicapped and gifted, and a study of physical facilities for handicapped children. An extensive series of publications covers such areas as mental retardation, brain damage, visual impairment, and other handicaps.
- AASL publishes "Aids in Selecting Books for the Reluctant Reader."
- Project LIFE (Language Improvement to Facilitate Education for hearing-impaired children) is developing language learning materials for children with severe hearing impairments.
- The Project on Recreation and Fitness for the Mentally Retarded, conducted by AAHPER, has been expanded to serve the needs of those with a handicapping condition.
- NSPRA published *Black Studies in Schools*, a review of current policies and programs.

Other Services

Professional journals make an important contribution to youth welfare activities. TODAY'S EDUCATION has published special features on campus unrest, drug abuse, disturbed children and youth, and the gifted and creative, as well as articles on student taste, vocational education, student dress, dropouts, and other topics related to youth welfare. A sampling of state journals shows articles on student unrest, education for black students, drugs, sex education, job preparation and placement, health education, industrial arts for mentally retarded students, smoking, and human relations.

Journals of other national organizations, such as the National Association of Elementary School Principals and the National Association of Women Deans and Counselors, have regularly carried articles on various aspects of youth welfare, ranging from health to the social concerns and needs of youth.

NSPRA produces for the parents of school-age children a series of publications with titles such as *The First Big Step*, for parents whose child will soon enter school; *Should Teens Smoke? Drink? Take Drugs?*; and *The Keys to the Car*. The NEA Division of Publications produces leaflets and filmstrips for parents and the public on mental health, drug abuse, smoking, dropouts, teaching children about money and the use of leisure, and student rebellion.

Informing the public about problems of youth welfare and the youth welfare activities of professional organizations is further assisted by the NEA Press, Radio, and Television Relations Division, which disseminates to news media reports on studies, conferences, and other activities, as well as preparing special features on aspects of youth welfare for use by state associations in their journals.

Through work with local education associations, the NEA Division of Field Services assists with a variety of youth welfare problems as they arise, including the problems of inner-city children and rural disadvantaged groups.

How Youth Welfare Activities Are Conducted

Professional associations do not follow a single pattern in conduct-

(*Continued on page* 63)

FROM WEAK AND FRAGMENTED TO STRONG AND UNIFIED

FRANKLIN L. SHEAHAN, JR., *regional field representative, Massachusetts Teachers Association; and president, Educational Association of Worcester.*

□ **Eight years ago, feeling the need for a strong organization** to represent them adequately, about 600 professional personnel of the Worcester public schools formed the Educational Association of Worcester (EAW). Prior to this, a number of splinter groups had existed, each representing a relatively small number of teachers divided by subject matter, grade level, or assignment. Today, we have 1,465 members out of a potential membership of 1,650.

Why this remarkable growth? Largely because EAW's philosophy from the beginning has been to offer the best possible leadership, both for improving education in the community and for advancing the cause of teachers.

The structure of the EAW provides for a House of Delegates consisting of 112 faculty representatives elected from 56 elementary schools and 10 secondary schools. This body determines policy that the Board of Governors, which consists of 11 officers elected at large, then carries out.

In June 1968, the EAW signed an excellent collective bargaining contract with the Worcester School Committee. This contract, since updated, provides for substantial salary increases, improved fringe benefits, considerable protection in areas of working conditions, and a grievance procedure that terminates in binding arbitration.

The many selfless individuals who struggled with negotiations for almost two years to achieve this milestone contract find it an enduring source of pride. The contract has been of inestimable value in delineating teacher rights and in guaranteeing equitable treatment of all personnel at all times.

In a downtown office building, EAW maintains an attractive suite of offices that includes a large conference room and enough space for all necessary equipment. A full-time staff provides a wide variety of services for members and makes an all-out effort to handle member requests for help promptly and efficiently. To paraphrase a well-known saying of the Seabees: Staff members take care of difficult requests immediately; impossible ones take a little longer.

The EAW has successfully handled a number of situations, including unfair labor charges, fact-finding, arbitration, and court cases undertaken on behalf of members.

We have established procedures that provide satisfactory communication with the community, school administration, teachers, and professional organizations. Ten standing committees work continuously in areas of concern to educators; ad hoc committees are named to deal with particular problems. A negotiation committee operates on a schedule that is virtually year-round.

The association has engaged in such political activities as sponsoring an annual candidates' night for all candidates for local and state office and contributing to the campaigns of incumbent officeholders with a voting record favorable to education.

In spite of great effort, none of the above activities would have been possible without an adequate dues structure. Three years ago local dues were $12. We increased them to $27 and then, this year, to $36. We gained substantially in membership each time dues were raised, proving that Worcester educators have great confidence in their professional association and its ability to represent them. This September, EAW will be completely unified with state and national associations, and combined dues will be approximately $100.

At present the EAW, in cooperation with the Massachusetts Teachers Association and the National Education Association, is planning to hire a full-time executive secretary and establish a regional office in Worcester that all three associations will use. The combined effort will provide more efficient service for all association members in Central Massachusetts.

Today the Educational Association of Worcester is a strong and vibrant organization, the largest local association in New England. It faces the future with confidence born of experience, hard work, and the determination to do the best possible job. □

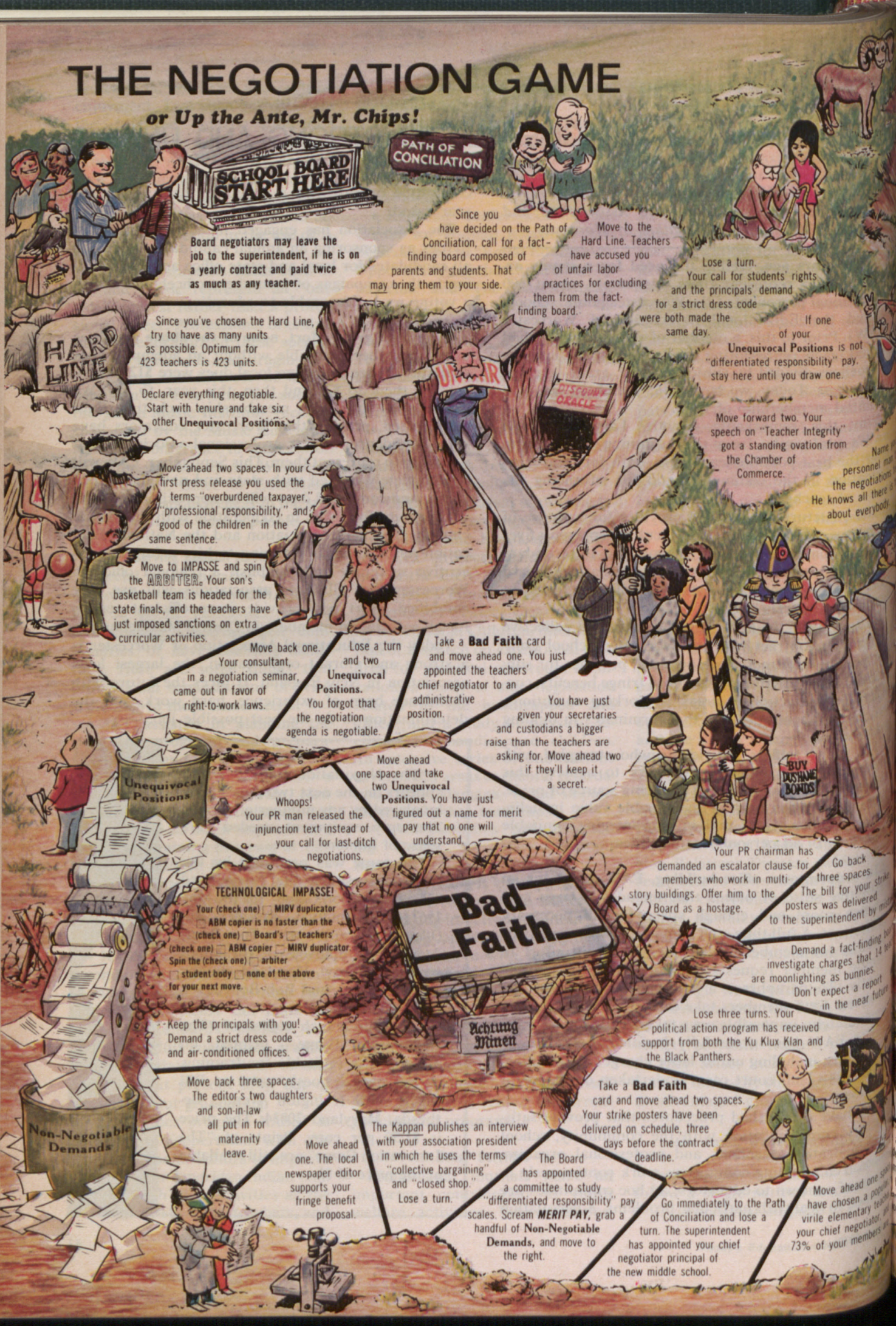
"The Negotiation Game," which appears on the next two pages, may be played by any number of people. The only equipment needed is a sense of humor.

The game was produced by the same threesome that developed "The Innovation Game" for the May 1967 NEA JOURNAL. Teacher Bill Offutt and graphic artist Tom Bourdeaux are employees of the Montgomery County, Maryland, public school system, and Bob Bourdeaux is a free-lance artist.

For 18-by-24-inch copies of "The Negotiation Game," printed on heavy paper (suitable for framing, as the phrase goes), write to Bill Offutt, 8509 Irvington Avenue, Bethesda, Maryland 20034. The price is $1.50 per copy. Prints of "The Innovation Game" are still available at the price of $1.

THE NEGOTIATION GAME

or Up the Ante, Mr. Chips!


SCHOOL BOARD START HERE
PATH OF CONCILIATION
Board negotiators may leave the job to the superintendent, if he is on a yearly contract and paid twice as much as any teacher.
Since you have decided on the Path of Conciliation, call for a fact-finding board composed of parents and students. That may bring them to your side.
Move to the Hard Line. Teachers have accused you of unfair labor practices for excluding them from the fact-finding board.
Lose a turn. Your call for students' rights and the principals' demand for a strict dress code were both made the same day.
If one of your Unequivocal Positions is not "differentiated responsibility" pay, stay here until you draw one.
HARD LINE
Since you've chosen the Hard Line, try to have as many units as possible. Optimum for 423 teachers is 423 units.
Declare everything negotiable. Start with tenure and take six other Unequivocal Positions.
UNFAIR
DISCOUNT ORACLE
Move forward two. Your speech on "Teacher Integrity" got a standing ovation from the Chamber of Commerce.
Name your personnel man the negotiations. He knows all there is about everybody.
Move ahead two spaces. In your first press release you used the terms "overburdened taxpayer," "professional responsibility," and "good of the children" in the same sentence.
Move to IMPASSE and spin the ARBITER. Your son's basketball team is headed for the state finals, and the teachers have just imposed sanctions on extra curricular activities.
Move back one. Your consultant, in a negotiation seminar, came out in favor of right-to-work laws.
Lose a turn and two Unequivocal Positions. You forgot that the negotiation agenda is negotiable.
Take a Bad Faith card and move ahead one. You just appointed the teachers' chief negotiator to an administrative position.
You have just given your secretaries and custodians a bigger raise than the teachers are asking for. Move ahead two if they'll keep it a secret.
BUY DUSHANE BONDS
Unequivocal Positions
Move ahead one space and take two Unequivocal Positions. You have just figured out a name for merit pay that no one will understand.
Whoops! Your PR man released the injunction text instead of your call for last-ditch negotiations.
Your PR chairman has demanded an escalator clause for members who work in multi-story buildings. Offer him to the Board as a hostage.
Go back three spaces. The bill for your strike posters was delivered to the superintendent by mistake.
TECHNOLOGICAL IMPASSE!
Your (check one) ☐ MIRV duplicator ☐ ABM copier is no faster than the (check one) ☐ Board's ☐ teachers' (check one) ☐ ABM copier ☐ MIRV duplicator
Spin the (check one) ☐ arbiter ☐ student body ☐ none of the above for your next move.
Bad Faith
Achtung Minen
Demand a fact-finding board investigate charges that 14 teachers are moonlighting as bunnies. Don't expect a report in the near future.
Keep the principals with you! Demand a strict dress code and air-conditioned offices.
Lose three turns. Your political action program has received support from both the Ku Klux Klan and the Black Panthers.
Take a Bad Faith card and move ahead two spaces. Your strike posters have been delivered on schedule, three days before the contract deadline.
Non-Negotiable Demands
Move back three spaces. The editor's two daughters and son-in-law all put in for maternity leave.
The Kappan publishes an interview with your association president in which he uses the terms "collective bargaining" and "closed shop." Lose a turn.
Move ahead one. The local newspaper editor supports your fringe benefit proposal.
The Board has appointed a committee to study "differentiated responsibility" pay scales. Scream MERIT PAY, grab a handful of Non-Negotiable Demands, and move to the right.
Go immediately to the Path of Conciliation and lose a turn. The superintendent has appointed your chief negotiator principal of the new middle school.
Move ahead one space. You have chosen a popular, virile elementary teacher as your chief negotiator, and 73% of your members are

You are close to contract deadline. Take some more positions and present them one at a time in the final all-night meeting.
Trot out your "We-Are-All-Teachers-Together" speech. If that doesn't work, you'd better negotiate.
RETURN TO START With a grievance procedure, everything is still negotiable.
Go to IMPASSE. There is no way that your 14-level grievance procedure can be reconciled with their two-step plan.
Lose a turn for failing to win a demand while conceding a point.
Spin the ARBITER. You and the teachers' chief negotiator can't agree on the menu for the dinner meeting.
Lose a turn and claim a breakdown in communications. The teachers just figured out the fringe benefit package.
Take a Bad Faith card and move forward two. No one has yet discovered that your improved fringe benefit package is less than the teachers now have.
Congratulations! You have reached accord along the Path of Conciliation.
The Board's final proposal is on your desk and you can't find anything wrong with it. Call for expert help from the state association.
STEADY ON! The Board has just dropped its dress code for teachers.
IMPARTIAL ARBITER
GO
SLOW
TAKE A RIDE ON THE READING
STOP
GOOD FAITH
OUT OF ORDER
Sensitivity training for negotiators has been approved. While everyone is watching that, grab back your demands.
Give up two demands. It's three days from contract deadline, and you still haven't threatened sanctions.
Go directly to Impasse and spin the ARBITER. The Board approved dues checkoff, and membership is falling fast.
Lose two turns while you destroy the results of a survey showing teacher median income higher than the local family average.
Consult the ARBITER for your next move. The superintendent found your mike in his office. If you can't find his bug in the faculty lounge, take a Bad Faith card.
Move ahead two. The superintendent called you "Son" right after you accused him of paternalism.
Lose a turn. You forgot to include a grievance procedure in your requests.
Take six Non-Negotiable Demands, relabel them Reasonable Requests, and get your membership to approve them unanimously.
The coaches are demanding that free riders be hanged (and they don't mean in effigy). Move to IMPASSE, try the Hard Line, or tiptoe down this path.
Take any six Non-Negotiable Demands. (It doesn't matter what they are.) Make two public and keep the rest to yourself.
Psychologists and counselors suggest you take another path or they will form their own organization. Move to IMPASSE, try Conciliation, or press on.
Organize all employees into a single unit in which only classroom teachers can vote.
Move ahead two spaces. You used the terms "professionalism" and "integrity" in your first press release, while blaming the School Board for a "breakdown in communications."
Teachers Start Here
SIC 'EM
Be Kind
Decide either to take the Path of Conciliation or plunge down the other road and really show them who is running things now.
TAKE NO PRISONERS
RIGHT ON
Written by Bill Offutt
Illustrated by Bob and Tom Bourdeaux

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audiovisual materials published by the NEA and affiliated national organizations.

College-School-Community Partnerships (#1). AST Reprint Series No. 2. Traces the partnership that has emerged among schools, colleges, professional organizations, community groups, and students as the basic facility for practice teaching by preservice students has transferred gradually from the campus laboratory school to the public school. 12 pp. 50¢. Stock No. 865-24486. Association for Student Teaching.

Cooperative International Education (#2). Background paper prepared for the World Conference on Education in March 1970, which was sponsored by the ASCD Commission on International Cooperation in Education. Seeks better coordination of educational activities among countries. 79 pp. $1.50. Stock No. 611-17344. Association for Supervision and Curriculum Development.

Ensemble Music for Wind and Percussion Instruments: A Catalog (#3). A catalog of music for like woodwinds, mixed woodwinds, like brass, mixed brass, percussion, and miscellaneous ensembles. Includes title, composer/arranger, publisher, and instrumentation for each entry and an appendix of publishers and addresses. 160 pp. $3.50. Stock No. 321-10390. No discount. Music Educators National Conference.

The Feedback Process (#4). Booklet No. 7 in the *Public Relations Bookshelf Series.* Outlines methods for obtaining feedback from association members and the public. Touches upon sampling techniques and uses and cautions about opinion polling. Includes a number of examples. 45 pp. $1. Stock No. 381-11918. Press, Radio, and Television Relations Division.

Humanizing the Elementary School, Part 4 (#5). February 1970 issue of the *National Elementary Principal.* Continues NAESP's exploration of the concept, "humanizing the elementary school." 96 pp. $1. Stock No. 186-05586. National Association of Elementary School Principals.

The Practical: A Language for Curriculum (#6). The second book of CSI's auxiliary series, *Schools for the 70's—and Beyond.* Written by Joseph J. Schwab, professor of education and the William Rainey Harper Professor of the Natural Sciences, University of Chicago. Addressed primarily to curriculum specialists and to university and school researchers. 46 pp. $1. Stock No. 381-11934. Center for the Study of Instruction.

A Primer in Publicity (#7). Booklet No. 6 in the *Public Relations Bookshelf Series.* Aims to help local education associations use existing publicity techniques effectively. Also suggests new ways to focus attention on and gain visibility for teachers and the association. 28 pp. $1. Stock No. 381-11914. PR&TV.

The Professional Development of the Student of Teaching (#8). AST Reprint Series No. 1. Consists of quotations on the personal development of the student of teaching in the context of a professional program in teacher education. 12 pp. 50¢. Stock No. 865-24484. AST.

Teaching Is Communicating: Nonverbal Language in the Classroom (#9). AST Bulletin No. 29. Written by Charles Galloway. Emphasizes that communication is complex and that the requirements for effective communication are not understood. Delves into the complexities of the nonverbal language we all use and examines the effects of nonverbal communication on the teaching process. Highlights many of the common methods of nonverbal communication and explains how to use them effectively. 24 pp. $1. Stock No. 867-24482. AST.

To Nurture Humaneness: Commitment for the 70's (#10). 1970 ASCD Yearbook. Maintains that only by helping the young develop humane capabilities can schools become relevant to modern youth. Points out forces in the school setting that inhibit or facilitate the development of these capabilities. 267 pp. $5.75. Stock No. 610-17810. ASCD.

FREE MATERIALS

(single copies)

To obtain, write directly and separately to the publishing unit for each item desired. Address the unit at 1201 Sixteenth Street, N.W., Washington, DC 20036.

American-Scandinavian Seminar in Comparative Education. Describes the study-travel program for students, teachers, and administrators to be held in Copenhagen, Denmark, June 23-July 22, 1970, which offers three to six semester hours of graduate credit in education. 12 pp. Stock No. 574-16790. Division of Educational Travel.

A Bibliography of NEA Publications on Education Careers. A bibliography of materials published by the National Education Association on careers in education and related fields. Leaflet. Stock No. 233-06316. Future Teachers of America.

Professional Rights and Responsibilities of Television Teachers: A Policy Statement. Adopted by the NEA Board of Directors, October 11, 1969. A statement of principles designed to guide those who teach via instructional television. Discusses the television teacher's role, program content, the free flow of ideas, and written agreements. Leaflet. Stock No. 713-18690. Division of Educational Technology.

ORDER FORM

To order new NEA publications listed on this page, simply refer to the list number given in parentheses immediately after each title. Then enter the quantity desired next to the corresponding number on the order form below. Mail this form to the Publication Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Quantity	*List and Stock No.*	*Cost*
_____	(#1) 865-24486	$ .50
_____	(#2) 611-17344	1.50
_____	(#3) 321-10390	3.50*
_____	(#4) 381-11918	1.00
_____	(#5) 186-05586	1.00
_____	(#6) 381-11934	1.00
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Unless otherwise indicated, NEA discounts are 2-9 copies of same title, 10%; 10 or more copies, 20%.

Proposed Amendments to the NEA Bylaws

The following amendments to the NEA Bylaws will appear on the ballot on July 6, 1970, the last day of the 1970 Representative Assembly.

Additions are in boldface; deletions are enclosed in brackets.

AMENDMENT NO. 1

TITLE: TO PROVIDE THAT THE BYLAWS AND RULES COMMITTEE SHALL PREPARE AMENDMENTS TO THE BYLAWS AND RULES ONLY AT THE DIRECTION OF THE EXECUTIVE COMMITTEE AND/OR THE BOARD OF DIRECTORS.

Article XIII—Bylaws and Rules Committee

Section 1. There shall be a Committee on Bylaws and Rules consisting of five members, for terms of five years, one to be appointed annually by the president. This committee may render advisory opinions involving interpretations of these Bylaws and Rules when requested to do so by the officers of the Association. The Committee shall be responsible for [considering and proposing, from time to time, such revisions of the Bylaws and Rules as may be deemed in the interest of the Association] **preparing revisions of the Bylaws and Rules pursuant to the instructions of, or with the consent of, the Executive Committee and/or Board of Directors.** The Committee shall perform such other duties as may be required under the Standing Rules.

—Submitted by the Board of Directors.

AMENDMENT NO. 2

TITLE: TO PROVIDE THAT THE BYLAWS AND RULES COMMITTEE SHALL PRESENT AMENDMENTS TO THE BYLAWS ONLY AT THE REQUEST OF OR WITH THE APPROVAL OF THE BOARD OF DIRECTORS.

Article XIV—Amendments

Amendments to the Bylaws

Section 1. These Bylaws may be amended at a meeting of the Representative Assembly by a two-thirds vote if the proposed changes shall have been presented in writing to the Committee on Bylaws and Rules and read by title at the preceding annual session and the text of the proposed change shall have been printed in the convention Proceedings and in the Journal of the Association at least 60 days in advance of such session, or if unanimous consent is given for taking a vote without such advance notice. Amendments to the Bylaws may be so presented only (a) by the Bylaws and Rules Committee **upon request or approval of the Board of Directors,** or (b) with the concurrence of at least two state or other authorized delegations in the Representative Assembly evidenced in each case either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any 50 accredited delegates.

—Submitted by the Board of Directors.

AMENDMENT NO. 3

TITLE: TO PROVIDE FOR CONTINUING MEMBERSHIPS AND PRO RATA OF PAYMENT OF DUES FOR CONTINUING MEMBERSHIPS IN THE FIRST YEAR OF ENROLLMENT.

Article I—Membership

Membership Year

Section 11. The membership year shall be from September 1 to August 31. **A member joining through a local or state affiliate may elect to be a continuing member. His membership shall then be continued from year to year, under such procedures for the collection and transmittal of dues as shall be agreeable to the Association and the affiliate, until he dies, resigns from active service, retires, or in writing cancels his election.** Any member who is in default in the payment of dues for a period of four months shall be deemed delinquent and shall be dropped from membership.

Any member joining for the first time as a continuing member through a local or state affiliate may in the first year be enrolled in full standing for that portion of the year remaining by paying, in one or more installments as determined by the affiliate through which he joins, a fee representing such a portion of the annual dues as is proportional to the number of months he is a member.

—Submitted by the Board of Directors.

AMENDMENT NO. 4

TITLE: TO CHANGE THE FORMULA FOR THE ALLOCATION OF DELEGATE CREDENTIALS TO STATE ASSOCIATIONS FROM 1 FOR EACH 500 (OR MAJOR FRACTION) OF ITS MEMBERS TO 1 FOR EACH 400 (OR MAJOR FRACTION) OF ITS MEMBERS; TO ALLOCATE FROM THE STATE'S CREDENTIALS, TO A STATEWIDE ORGANIZATION OF CLASSROOM TEACHERS, ADMINISTRATORS, OR MEMBERS OF HIGHER EDUCATION WHICH SO REQUESTS, 1 FOR EACH 2,000 (OR MAJOR FRACTION) OF ITS NEA MEMBERS; TO ALLOCATE THESE CREDENTIALS DIRECTLY FROM THE NEA, SUBTRACTING THEIR NUMBER FROM THOSE TO BE ALLOCATED TO THE STATE ASSOCIATION.

Article VII—Representative Assembly

State Delegates

Section 4. Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia shall be entitled to one state delegate and one alternate for each 100 of its members, or major fraction thereof, who are active or life members of the Association, up to and including 500 members. An association shall be entitled to one delegate and one alternate for each additional [500] **400** such members or major fraction thereof. **Each statewide organization of classroom teachers, of administrators, (separate or combined), or of educators in higher education shall be entitled to one delegate per 2,000 NEA members or major fraction thereof if such statewide organization so requests of the NEA. The necessary credentials shall be allocated directly to such statewide organizations by the NEA and this number shall be subtracted from the total number of credentials that would be allocated to the affiliated state education association.** Delegates and alternates from states requiring both NEA and state associ-

(*Continued on page* 58)

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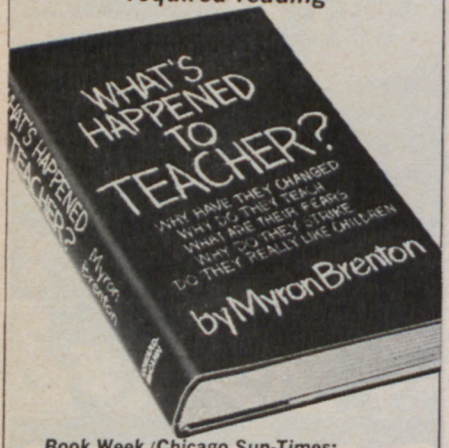
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NEA BYLAWS

(*Continued from page 57*)

ation membership of delegates to the state's representative assembly must be members of both the state association and the NEA.

—Submitted by the Board of Directors.

AMENDMENT NO. 5

TITLE: TO PROVIDE THAT AN ASSOCIATION SHALL SELECT DELEGATES FROM ITS OWN MEMBERSHIP.

Article VII—Representative Assembly

State Delegates

Section 4. Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia shall be entitled to **select from its own membership** one state delegate and one alternate **to the Representative Assembly** for each 100 of its members, or major fraction thereof, who are active or life members of the Association, up to and including 500 members. An association shall be entitled **from its own membership** to one delegate and one alternate for each additional 500 such members or major fraction thereof. Delegates and alternates from states requiring both NEA and state association membership of delegates to the state's representative assembly must be members of both the state association and the NEA.

—Submitted by the Board of Directors.

AMENDMENT NO. 6

TITLE: TO PROVIDE THAT THE EXECUTIVE COMMITTEE BE AUTHORIZED RATHER THAN REQUIRED TO FILL VACANCIES IN OFFICE.

Article V—Executive Committee

Powers and Duties

Section 3. (h) Appointments and Vacancies. The Executive Committee shall select members of commissions and council of the Association, except as otherwise provided in these Bylaws or by the Representative Assembly. Except as otherwise provided in the Charter, these Bylaws, or by the Representative Assembly, the Executive Committee shall **be authorized to** fill all vacancies occurring in the body of officers, commissions, council, and special committees of the Association. The terms of persons filling such vacancies shall be for the unexpired term.

—Submitted by the Board of Directors.

AMENDMENT NO. 7

TITLE: TO PROVIDE THAT IF A VACANCY OCCURS IN THE OFFICE OF THE VICE-PRESIDENT THE PERSON FILLING SUCH VACANCY SHALL NOT THEREBY BECOME PRESIDENT-ELECT.

Article V—Executive Committee

Powers and Duties

Section 3. (h) Appointments and Vacancies. The Executive Committee shall select members of commissions and council of the Association, except as otherwise provided in these Bylaws or by the Representative Assembly. Except as otherwise provided in the Charter, these Bylaws, or by the Representative Assembly, the Executive Committee shall fill all vacancies occurring in the body of officers, commissions, council, and special committees of the Association. The terms of persons filling such vacancies shall be for the unexpired term. **If a vacancy occurs in the office of the vice-president the person filling such vacancy shall not thereby become president-elect.**

—Submitted by the Board of Directors.

AMENDMENT NO. 8

TITLE: TO PROVIDE THAT A VACANCY IN THE OFFICE OF THE IMMEDIATE PAST PRESIDENT AND THE RESULTING VACANCY IN THE EXECUTIVE COMMITTEE SHALL NOT BE FILLED.

Article V—Executive Committee

Powers and Duties

Section 3. (h) Appointments and Vacancies. The Executive Committee shall select members of commissions and council of the Association, except as otherwise provided in these Bylaws or by the Representative Assembly. Except as otherwise provided in the Charter, these Bylaws, or by the Representative Assembly, the Executive Committee shall fill all vacancies occurring in the body of officers, commissions, council, and special committees of the Association. The terms of persons filling such vacancies shall be for the unexpired term. **A vacancy in the office of the immediate past president and the resulting vacancy in the Executive Committee shall not be filled.**

—Submitted by the Board of Directors.

AMENDMENT NO. 9

TITLE: TO PROVIDE THAT BYLAWS MAY BE AMENDED WITHOUT NOTICE WITH THE CONSENT OF THREE-FOURTHS, RATHER THAN ALL, OF THE DELEGATES.

Article XIV—Amendments

Amendments to the Bylaws

Section 1. These Bylaws may be amended at a meeting of the Representative Assembly by a two-thirds vote if the proposed change shall have been presented in writing to the Committee on Bylaws and Rules and read by title at the preceding annual session and the text of the proposed change shall have been printed in the convention Proceedings and in the Journal of the Association at least 60 days in advance of such session, or if [unanimous] consent is given **by a three-fourths vote** for taking a vote without such advance notice. Amendments to the Bylaws [may] **shall** be so presented only (a) by the Bylaws and Rules Committee, or (b) with the concurrence of at least two state or other authorized delegations in the Representative Assembly evidenced in each case either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any 50 accredited delegates.

—Submitted by the Board of Directors.

AMENDMENT NO. 10

TITLE: TO DELETE THE PROVISIONS THAT NEW LIFE MEMBERS AND ASSOCIATE LIFE MEMBERS SHALL RECEIVE WITHOUT CHARGE THE RESEARCH BULLETINS AND THE ANNUAL VOLUME OF PROCEEDINGS.

Article I—Membership

Life Members

Section 4. Any person eligible for active membership may become a life member upon the payment of an amount in cash equal to 20 times the annual active membership dues, or 22 times the annual active membership dues if paid in equal installments over a period of 10 years, pursuant to regulations adopted by the Board of Directors. A life member shall have all rights and privileges of an active member for life [and in addition], **except that those life members enrolled prior to September 1, 1970** shall receive [*Today's Education,*] the *Research Bulletin,* and the annual volume of *Proceedings.* Any person eligible for associate membership may become an associate life member upon the payment of the same dues as those for active life members, pursuant to regulations adopted by the Board of Directors. An associate life member shall have the rights and privileges of an associate member for life [and in addition], **except that those associate life members enrolled prior to September 1, 1970** shall receive [*Today's Education,*] the *Research Bulletin,* and the annual volume of *Proceedings.*

—Submitted by the Board of Directors.

AMENDMENT NO. 11

TITLE: TO PROVIDE THAT EACH STATE WILL BE ALLOWED STUDENT DELEGATES IN PROPORTION TO THE NUMBERS OF ITS NEA DIRECTORS.

Article VII—Representative Assembly

(Insert new section)

Student NEA Delegates

Section 6. Each state will be allowed student delegates in direct proportion to the number of NEA Directors in each state. Each delegate shall have full voting rights. (Renumber subsequent sections.)

—Submitted by New Mexico State Delegation and Washington, DC.

AMENDMENT NO. 12

TITLE: TO DELETE THE REQUIREMENT THAT THE BUDGET BE ADOPTED ON THE LAST DAY OF THE REPRESENTATIVE ASSEMBLY.

Article XI—Finance

Annual Budget

Section 6. The annual budget of the Association shall be prepared under the direction of the Budget Committee for presentation to the Board of Directors. The Board of Directors, after review and approval thereof, shall direct the printing of the proposed budget for presentation to the Representative Assembly. At the annual meeting, prior to the first meeting of the Assembly, the Budget Committee shall hold one or more open hearings on the proposed budget. The adoption of the budget, including any amendments thereto, shall be by vote of the Representative Assembly [on the last day of its session].

—Submitted by signature of 50 delegates.

*AMENDMENT NO. 13

TITLE: TO CHANGE THE ROLES OF THE REPRESENTATIVE ASSEMBLY AND THE BOARD OF DIRECTORS IN ESTABLISHING AND ADOPTING STANDARDS AND PROCEDURES FOR AFFILIATION OF LOCAL ASSOCIATIONS BY MAKING THE BOARD OF DIRECTORS RESPONSIBLE FOR ADOPTING SUCH STANDARDS AND PROCEDURES, PLACING WITH THE REPRESENTATIVE ASSEMBLY THE RIGHT TO MAKE CHANGES IN THEM.

Article IX—Affiliated Associations

Eligibility and Qualifications

Section 1. A professional education association may become affiliated with the Association upon approval of the Executive Committee. An affiliated association shall agree to subscribe to the purposes and objectives of the Association, and to abide by the provisions of these Bylaws and the requirements of eligibility established by **the Board of Directors and** the Representative Assembly. An association shall be qualified for continuous affiliation unless disqualified. [Pursuant to procedures recommended by the Board of Directors and established by the Representative Assembly, the Executive Committee shall have power to approve, censure, suspend, expel, or reinstate an affiliated association as provided in Article V, Section 3 (c) of these Bylaws.] **The Board of Directors shall adopt standards and procedures for admission of state and local affiliates which shall be consistent with the Bylaws, organization, policies, and practices of the National Education Association and shall be applied equally to all affiliates. These standards and procedures may be changed by the Representative Assembly. Pursuant to such standards and procedures, the Executive Committee shall have power to approve, censure, suspend, expel, or reinstate an affiliated association as provided in Article V, Section 3 (c) of these Bylaws.**

—Submitted by signature of 50 delegates.

*Amendments 13 and 15 are related and should be considered together.

AMENDMENT NO. 14

TITLE: TO PROVIDE A PROCEDURE FOR THE RECALL OF ANY EXECUTIVE OFFICER.

Article III—Executive Officers of the Association

Recall of Executive Officers

Section 9. Any Executive Officer may be recalled by a majority vote of the accredited delegates voting.

Recall shall be commenced by petition or petitions signed by no less than fifteen percent (15%) of the current accredited delegates, which petition or petitions shall be tendered to the Executive Committee of the NEA.

Within five (5) days of such tender, the officer named in the recall petition may resign his or her office without prejudice.

In the event that no resignation is forthcoming, the Executive Committee shall, within thirty (30) days, prepare and mail to each delegate a ballot which shall carry in the preamble at its head the reasons and rationale for the recall. Said rationale shall be supplied by the body or bodies initiating the recall and shall contain no more than one hundred (100) words.

The ballot shall be of the general form:

NATIONAL EDUCATION ASSOCIATION

Recall of _____ **Title** _____

Preamble (no more than one hundred (100) words).

For Recall _____

Against Recall _____

Ballots shall be mailed to each current accredited delegate at his or her home address and shall contain the ballot and a self-addressed stamped envelope upon which each delegate shall place his or her signature in the upper left-hand corner of said envelope. Ballots must be returned bearing a postmark not later than fifteen (15) days of the postmark shown on the mailing envelope to be counted.

A simple majority of those delegates voting shall determine whether or not a recall shall prevail.

In the event that the officer be recalled by a majority vote, the vacancy then existing shall be filled by the Executive Committee as provided for in Article V, Section III of the Bylaws or Article III, Section V of the Bylaws, whichever shall be applicable.

—Submitted by signature of 50 delegates.

*AMENDMENT NO. 15

TITLE: TO TRANSFER FROM THE REPRESENTATIVE ASSEMBLY TO THE BOARD OF DIRECTORS THE RESPONSIBILITY OF ADOPTING STANDARDS AND PROCEDURES BY WHICH THE EXECUTIVE COMMITTEE SHALL HAVE POWER TO CENSURE, SUSPEND, EXPEL, OR REINSTATE AN AFFILIATE, PLACING WITH THE REPRESENTATIVE ASSEMBLY THE POWER TO MAKE CHANGES.

Article V—Executive Committee

Powers and Duties

Section 3. (c) Admission, Expulsion, and Reinstatement of Affiliates. Application for affiliation shall be submitted to the Executive Committee for approval or disapproval. The Executive Committee shall have power to censure, suspend, expel, or reinstate an affiliate pursuant to [procedures adopted by the Representative Assembly] **standards and procedures adopted by the Board of Directors, provided that such standards and procedures may be changed by the Representative Assembly.**

—Submitted by signature of 50 delegates.

*This amendment is related to Amendment No. 13 and they should be considered together.

AMENDMENT NO. 16

TITLE: TO EXTEND THE TERMS OF THE PRESIDENT, VICE-PRESIDENT, AND IMMEDIATE PAST PRESIDENT FROM ONE TO TWO YEARS, AND TO PROVIDE THAT THE PRESIDENT SHALL NOT SUCCEED HIMSELF IN OFFICE.

Article III—Executive Officers of the Association

Terms of Office

Section 3. The president and the vice-president shall be elected for terms of [one] **two** years. The president, upon the expiration of his term, shall serve as immediate past president for [one] **two** years. **The president shall not be eligible to succeed himself in the office of the presidency.** The treasurer shall be elected for a term of three years. The executive secretary shall be elected for a term not to exceed four years.

—Submitted by 50 delegates.

AMENDMENT NO. 17

TITLE: TO CHANGE THE PROVISIONS FOR THE TERMINATION OF THE POSITION(S) OF ADDITIONAL NEA DIRECTOR(S) FROM THE MEMBERSHIP COUNT ON MAY 31 OF THE THIRD YEAR TO THE MEMBERSHIP COUNT ON MAY 31 OF TWO CONSECUTIVE YEARS, AND TO REQUIRE THE STATE TO MAKE THE DETERMINATION OF WHICH DIRECTOR(S) WILL BE AFFECTED.

Article IV—Board of Directors

Composition

Section 1. The Board of Directors shall consist of one member from each state, commonwealth, the Overseas Education Association, and the District of Columbia; and each such unit shall be entitled to an additional director for each 20,000 or more active and life members of the Association. [The position of an additional director shall be continued for an additional term if the state, commonwealth, the Overseas Education Association, or the District of Columbia has the required membership on May 31 of the third year after its establishment and such determination shall be made on May 31 of each succeeding third year.] **If such a unit has an additional director or directors, and if on May 31 of each of two consecutive years the Association Membership within the unit is less than that required to establish and maintain all of the positions of its state directors, the number of its additional directors shall be reduced according to the membership on the second of such two consecutive years involved, and the terms of office of the excess additional director or directors shall terminate and expire as at the end of the next annual meeting, with the state, commonwealth, the Overseas Education Association, or the District of Columbia, as the case may be, to determine which particular director or directors will be affected by the termination of his or their positions.** Directors selected from the states, commonwealths, the Overseas Education Association, and the District of Columbia shall be known as state directors. The president, vice-president, immediate past president, treasurer, other members of the Executive Committee, and former presidents of the Association elected prior to July 1, 1937, shall be members of the Board of Directors ex officio.

—Submitted by the Board of Directors. □

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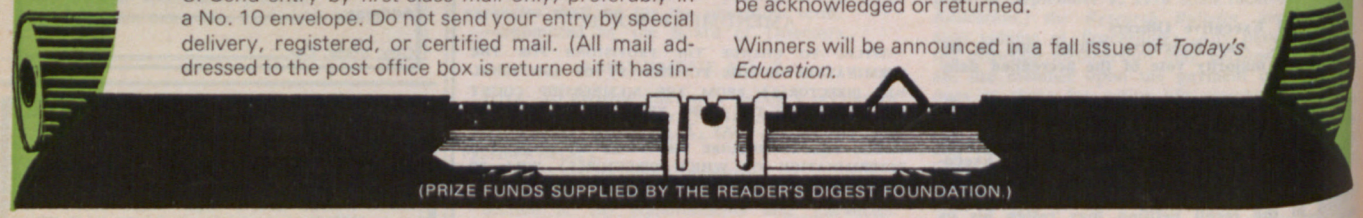

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INSTITUTIONAL REFORM

(*Continued from page* 44)

could impose sanctions on local districts through appeals to the state. Procedures governing recruitment, selection, transfer, and tenure of personnel; budget; maintenance; and curriculum would be worked out cooperatively. Usually each group would have to compromise to achieve a consensus.

Community control, in its purest form, would shift to a local school board the bulk of the authority necessary for governing schools. Under maximum community control, a local subdistrict would not share decision making with a central school board; the local board would be *independent* of the central district board and assume the same status as *any other school district in the state.*

Since education is a state function, the local district shares authority with the state and is subjected to state regulation. There is, therefore, no absolute local control as such. However, under community control, sections of city schools—usually in the heart of the city—*secede* from the larger school system to become *independent school districts.* As an independent district a community is free to recruit, hire, transfer, and release personnel in the same way that a Scarsdale or a Newton could, for example.

The participants who lead reform in the 70's will be those closest to the action — teachers, parents, students. Participation of these three publics in the governance of urban schools carries the potential for triggering change in substance and personnel. If all that were to happen under this new participatory movement should be a shift in control, so that a new group controlled the schools as an end in itself, the educational institution would remain outdated. The hope, however, is that those seeking control will use their political energy to set in motion the search for institutional renewal at the local school level, where it counts.

The direction of the desired reform appears to be as follows:

1. The reform will call for a parental and community role in matters of budgeting, personnel, and curriculum. One of the chief criteria is the proximity of the decision makers to the affected schools. The chief political criterion is accountability of the program and the school system to the community.

2. The present heavy emphasis on cognitive subject matter must be at least tempered with materials that bear some relevance to the students' lives and with newer kinds of content

INSTITUTIONAL REFORM

(*Continued from page* 60)

and procedures that will help students to answer deep personal concerns and often to rediscover their own integrity. Curriculum that represents an alien culture must be revised. Evaluative criteria must include ways of judging student abilities other than by middle-class-weighted verbal means.

3. School staff must vary along a wide horizontal spectrum, from the professional to the layman, the latter including parents, community residents, and students. Staffs must vary vertically as well, to include not only professional educators but also specialists from other disciplines and professions. The training of teachers must be with a view to community needs.

The direction of reform can be stated in another way:

1. All students will receive the kind of education that gives them the chance to receive higher education and/or career training that will lead to employment.

2. All students will develop their skills and achieve mastery of academic subjects through individually tailored programs involving the support of all kinds of educational technology.

3. The schools will serve the whole community, not just children. The school plant, open day and night, will be a center to which adults can come for advice and for training ranging from literacy to skills development.

4. Residents, including students, will participate in the process of developing educational policies.

5. Cultural diversity will be valued and reflected in the curriculum.

6. Greater efforts will be made to develop a positive self-concept in each learner.

7. Feelings and concerns about powerlessness and disconnection will become central to relevant curriculum. Children will be equipped with a richer repertoire of responses in dealing with their concerns.

8. The concept of *classroom* must be expanded to include the community, its problems and resources. Social workers, assemblymen, merchants, and industrialists will lend their talents, not as speakers in the school, but as clinical teachers in the real setting of the community.

9. The teacher who is most comfortable using a particular teaching style will be matched to pupils who learn best in that style.

10. Paraprofessionals, including other students, will assume major roles in individualizing learning.

Public education in America has evolved a common set of educational objectives but has thus far relied on one monolithic means for achieving them. Given our diversity and the individual right of choice in our society, it is possible that the participation movement will lead beyond decentralization and community control and toward public schools of choice, where parents, students, teachers, administrators, and other professionals will be able to select from among a variety of educational options, secure in the knowledge that selecting an option will not be a compromise in comprehensive learning and will not be a means for the practicing of exclusivity. □

GHETTOESE

(*Continued from page* 31)

began to discuss the experience with her little brother. They decided that there was something different about the text, but were unable to tell exactly what it was.

"To compare, I then had Lenora read the standard English version of the poem. . . . When she did, all the 'problem reader' behavior returned."

Stewart's point goes far beyond pronunciation; its essence is grammar. His translation closely approximated the grammar of Lenora's native ghettoese, leaving her to make the single print-to-sound translation. Clement Moore's original required her to make the second standard-to-nonstandard translation and, thus, exposed her as being a problem reader.

It is for this reason that some linguists have proposed that early reading material for inner-city children be written in the slum dialect. They point to experiments, notably in Sweden, which indicate that children who are introduced to reading through their own nonstandard dialects and then are switched to standard surpass those who use standard materials from the beginning.

If this is so, they suggest, then we should be able to improve drastically the reading abilities of young slum dwellers simply by first teaching them to read in their native tongue.

The theory makes a good deal of sense, but it may be asking too much to expect the average classroom to implement it effectively. The more likely result is either to hopelessly confuse such children or to reinforce

(*Continued on page* 62)

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their nonstandard speech patterns.

But more is involved here than the teaching of reading. Involved, too, is the assessment of a child's intelligence, an assessment often based on his language proficiency in standard English.

Joan C. Baratz of the Education Study Center makes that point in the September 1969 issue of *Child Development:*

"If the criterion for language development is the use of a well-ordered systematic code," she says, "then the continued use of measures of language development that have standard English as the criterion of a developed form will only continue to produce the results that the Negro, lower-class child is delayed in language development because he has not acquired the rules that the middle-class child has been able to acquire. . . ."

What that means, I think, is that there are two distinct questions to be asked: To what degree has this child developed language skills? To what degree has this child developed facility *in standard English?*

Most of our written tests pretend to ask the first question, when in fact they ask the second. The answer to the first question is obviously a more valid measure of intelligence. But that is not the end of it.

What you, I, and the linguists want is to have slum children learn the language that will help them get along in the American society. That means standard English.

It may be academically interesting to be aware that, from a purely linguistic point of view, nonstandard is just as valid as standard. Interesting, but not particularly useful.

If employers, personnel officers, and the others whom we find it useful to impress with our intelligence were fluent in nonstandard English and understood its validity and if books and newspapers were written in nonstandard, then it would be unnecessary to teach standard. (But in that case, nonstandard would, by definition, be standard!)

The reason we want slum children to learn standard is that nonstandard is a good deal less negotiable—just as trading stamps are less negotiable than cash.

But that doesn't mean that trading stamps are *bad.* It is here that the linguists make the heart of their case. The way we speak is such an integral part of who we are that to deprecate our speech is to deprecate us.

What the linguists want to do is to give slum children facility with standard English without forcing them to forget their native nonstandard—to give them cash without confiscating their trading stamps. The nonstandard, lest we forget, may be *the* negotiable language back home in the slum neighborhood or within the family or on the playground. After all, you can't pay cash for that lamp at the redemption center.

What we are talking about, then, is the desirability of making slum children bilingual, just as most educated blacks are bilingual. (Forget the black teacher, recently escaped from the slums, who pretends she doesn't understand when Johnny says, "I'mo take me a brick an' bus' you upsi' yo' head." Her kind, happily, is disappearing.) Giving slum children this kind of bilinguality has far less to do with understanding the inner workings of ghettoese than with being sensitive to the inner workings of people.

No teacher expects a pupil to learn arithmetic if he calls him a dunderhead every time the child delivers himself of a wrong answer. Nor should the teacher expect him to learn standard English (or anything else, for that matter) if, by his attitude, he conveys "you are a dunderhead" every time the child opens his mouth. (This, however, is simply psychology, not linguistics.)

In that light, linguists who emphasize the beauties of ghettoese may be showing their contempt for teachers. Their implication is that teachers are too stupid to distinguish between form and substance, that if a child says something really clever—but in ghettoese—the teacher will hear nothing but the ghettoese.

If that is the case, if substantial numbers of teachers believe nonstandard equals stupid, then forget linguistics. Forget everything, for any teacher so insensitive that he will shame a child into silence every time he opens his mouth is beyond the help even of the Center for Applied Linguistics. □

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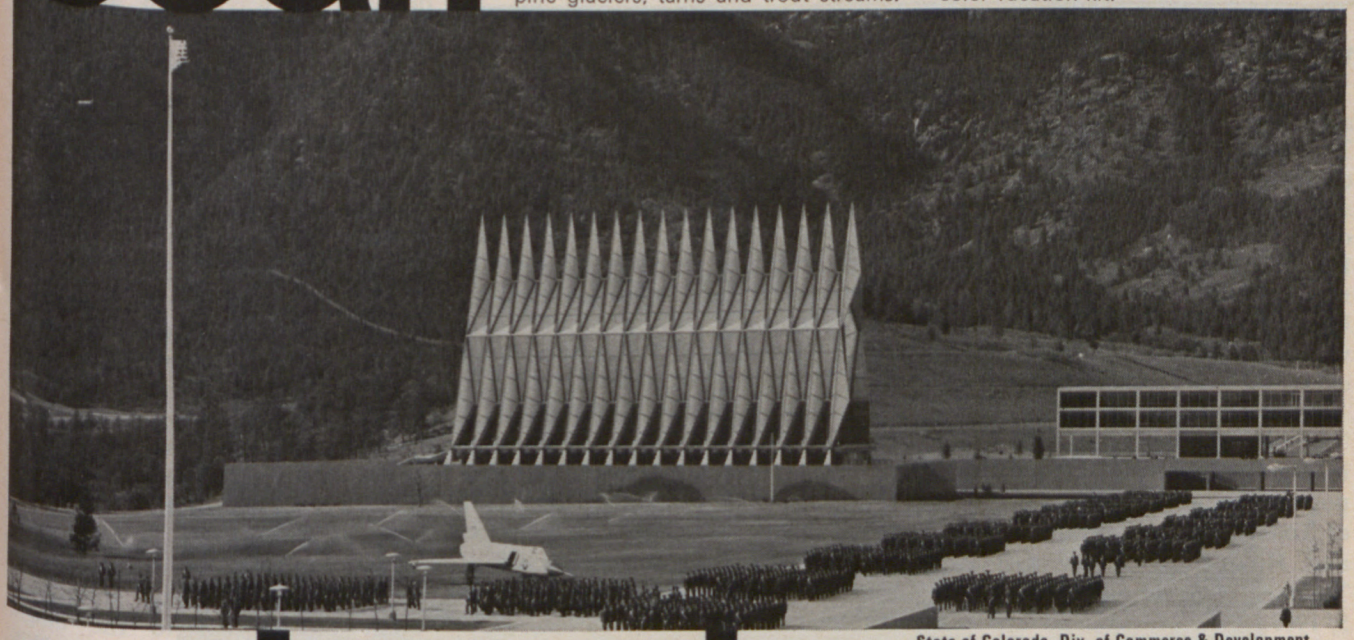

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YOUTH WELFARE

(*Continued from page* 52)

ing youth welfare activities. Different aspects of youth welfare demand different types of actions, and programs respond to these needs. Publications and conferences are the primary vehicles for disseminating information and exchanging ideas. On special problems, such as drug abuse or school dropouts, the need for scientific study has led to special research projects, frequently conducted jointly by professional groups sharing an interest in the problems. Outside agencies also sometimes cooperate in or contribute funds to projects in their areas of special interest.

Organizing for youth welfare activities varies. Some state education associations report that they have committees specifically assigned to youth welfare. More often, however, another committee, such as a committee on instruction or on human rights, takes the responsibility. Sometimes an ad hoc committee will be appointed to study a specific problem. State associations frequently cooperate, formally or informally, with other state agencies, such as the State Commission or Governor's Committee on Children and Youth, State PTA, State Youth Council, and agencies of the White House Conference on Children and Youth. On problems of mutual concern, state education associations work with state health and mental health agencies, state police, or the state crime commission.

Reports of recent youth welfare activities show increased participation by students. State education associations often work with student organizations in their areas. One state association responding to a survey conducted by NCSEA reported that all youth welfare activities in the state were sponsored by student organizations rather than by the adult professional association. Students participate in conferences, discussion groups, and projects of professional organizations. Professional journals give space to reporting the views of young people on social and educational questions and provide for an exchange of ideas between youth and adults.

Using varied approaches, the organized teaching profession is attempting to do something not only *for* but also *with* young people to improve their welfare. □

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AFTER ALL

Why Study French?

Or music or physics or industrial arts or whatever subject you teach? Teachers now and again request clearinghouse help from the profession in providing answers to this query so often posed by students. Pat phrases, such as "because it's required," "to help you get into college," "you'll need it on the job," won't satisfy these days, if they ever did.

Teachers whose students ask, "Why study history?" will find leads in the item by Don Cavallini on page 64 of the February 1970 issue of TODAY'S EDUCATION and in "Why and How I Work" by Arnold J. Toynbee in *Saturday Review*, April 5, 1969.

Teachers whose students seem less than sold on the need for studying mathematics might persuade a few of the more thoughtful to ponder this statement by *Washington Post* staff writer William Greider, written shortly after the first astronauts walked on the moon:

"In the crisp commentary of the explorers, there is a chilling message for the people who do not live in the world of numbers, who do not understand the numbers and do not want to understand them. A few minutes before the two men were to land on the moon, one of them radioed this message back to earth:

"'Roger, AGS residual: Minus zero decimal one, minus zero decimal two, minus zero decimal seven, and we used the PGNS noun 86 for delta-Vz, which was nine decimal five, which is yours, which is nine decimal one, and I believe that may explain the difference. Apogee 57 decimal two, perilune nine decimal one, sun check, the three mark noun 20 minus noun 22, plus zero decimal one nine plus zero decimal one six plus zero decimal one one. Over.'

"Extraordinary words that seem to say how obsolete the non-numbered people are to become, that they cannot possibly survive. Perhaps they are already obsolete."

How do *you* help boys and girls discover reasons for taking your courses?

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Betty Cook Rottmann once wrote in the *St. Louis Post-Dispatch:*

"'But I don't care about taking beginning German,' I protested to the upperclass friend scrawling the course number on my study program.

"'So what? This is a course you take for the man who teaches it.'

"That was how I came to know [the late] Professor Gottlieb Hohn. An excellent teacher. More than that, a huge man with a heart and spirit to match, who had much to do with the way I look at life today. . . .

"One friend who forgot his Latin vocabulary long ago said he still remembered vividly the symbolic value his teacher attached to Caesar's Tenth Legion—a body of supporters holding fast when others faltered.

"Time will be well spent in any class—from artcraft to zootomy—if students catch there a little of the glow of a great personality and find in the process that they are touching some basic quality of life itself. We will always need courses to be taken just for the men or women who are teaching them."

People who pay tribute—and people are doing it every day—to the teachers who most influenced them refer often to the magic exerted by those greats. Writer William Styron, for example, says of William Blackburn: "Where he really got to us as students was in his courses on Elizabethan drama and Elizabethan poetry. He infused all the magic and grandeur of the period into your bloodstream. Spenser, Shakespeare, Marlowe, Ben Jonson, John Donne. That's where I was led into the world of literature."

Probably no teacher works magic for everyone in his classes—but all good teachers cast a spell over some of their students. "Why study French?" they'll say. "Because *he* (or *she*) teaches it. That's why." □

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